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ABSTRACT

The 58 career education abstracts included in the document represent the projects selected for the second three-year round of vocational examplary projects supported by the Office of Education under the Vocational Education Amendments of 1968. In a standardized format, the abstracts provide information about each individual project. Abstracts are arranged in alphabetical order by the States in which the projects are located; 45 different States are represented (Pennsylvania and Texas each sponsored three projects and Wisconsin two), as well as the District of Columbia, Puerto Rico, Virgin Islands, the Trust Territory of the Pacific Islands, Guam, and American Samoa. The abstract format includes project title, director, applicant organization, estimated total Federal funds, duration, and site information. The program description information consists of: (1) administrative structure, (2) program design, (3) program components, and (4) unique features. The program components section outlines: overall guidance and counseling emphasis (including self-awareness, attitudes toward work, and career decision making); elementary and junior high career awareness; junior high orientation and exploratory experiences; job preparation in grades 9-14; placement activities; and any other additional information. (EA)

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ABSTRACTS

OF

EXEMPLARY PROJECTS

IN

VOCATIONAL EDUCATION

****

Supported Under Section 142(c) of Part D
Of the Vocational Education Amendments of 1968
(Public Law 90-576)

****

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Occupational and Adult Education

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JUNE 1974

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, Secretary

Office of Education
T. H. Bell, U. S. Commissioner of Education

Bureau of Occupational and Adult Education
William F. Pierce, Deputy Commissioner

Division of Research and Demonstration
Howard F. Hjelm, Director

JUNE 1974

INTRODUCTION

Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576) provides funding for the U.S. Commissioner of Education to use in awarding direct grants or contracts to local school districts and other appropriate organizations for the conduct of exemplary projects in vocational education. The Section 142(c) funding first became available in fiscal year 1970. This funding was used to initiate a three-year round of exemplary projects. These projects were distributed geographically across the country, with at least one project located in each State and Territory of the United States. The first three-year round of projects utilized the Section 142(c) funding for fiscal year 1970, fiscal year 1971, and fiscal year 1972. Abstracts of all of the first round projects have been published in two previous booklets:

> Abstracts of Exemplary Projects in Vocational Education. Washington, D.C.: Division of Vocational and Technical Education, U. S. Office of Education; November 1971. (ED-060-189)
>
> Abstracts of Exemplary Projects in Vocational Education. Washington, D.C.: Division of Vocational and Technical Education, U. S. Office of Education; June 1973. (VT-100-564)

The purpose of the present booklet is to provide information on the second three-year round of exemplary projects. These second round projects are utilizing the Section 142(c) funding for fiscal year 1973, fiscal year 1974, and fiscal year 1975. This booklet provides overall background information on the Vocational Exemplary Projects, as well as an abstract of the activities being undertaken in each individual project of the second three-year round. Persons wishing more detailed information about a particular project should correspond with the project director concerned, whose name and address are listed at the beginning of each abstract.

The abstracts of the individual projects were developed by the Part D project officers in the ten Regional Offices of the U. S. Office of Education: Matthew Cardoza, Region I; John Stahl, Region II; James Warren, Region III; Ellen Lyles, Region IV; Elmer Schick, Region V; William Cummens, Region VI; Leslie Thompson, Region VII; John Lacey, Region VIII; G. M. Stephens, Region IX; and Harvey Thiel, Region X. Compilation and editing of the abstracts and preparation of the overall booklet was accomplished in the Washington office of the U. S. Office of Education by Nancy Rhett, Joyce Cook, and Sidney High.

Howard F. Hjelm, Director
Division of Research and Demonstration

June 1974

BACKGROUND

The Vocational Exemplary Projects supported under Section 142(c) of Part D of the Vocational Education Amendments of 1968 have represented some of the earliest attempts to develop operational programs of career education. While a considerable amount of research on career development theory had taken place prior to 1970, few large scale efforts to apply the theories in operational settings had been undertaken until the Vocational Exemplary Projects came into being in the school year 1970-71.

The need for moving career education from the theoretical stage into actual operating models was perceived by the nationwide Advisory Council on Vocational Education in 1967. In its final report, the Council included, as Legislative Recommendation No. 3, the recommendation that the U. S. Commissioner of Education be provided with funds and authority to initiate and support broadly-conceived, research-based exemplary programs which were to include the principal features of what is now coming to be called a K through 14 "career education program." The recommendation, which appears on pages 197 and 198 of Vocational Education; The Bridge Between Man and His Work: General Report of the Advisory Council on Vocational Education (ED-028-267), reads as follows:

> "It is recommended, That funds and permanent authority be provided for the Commissioner of Education to make grants or contracts to State boards and with approval of the State board to local educational agencies and to other public or nonprofit private agencies, organizations, or institutions for planning, development, and operation of exemplary and innovative programs of occupational preparation.
>
> The effectiveness of a number of new methods, techniques, and services has been verified in research and experimental studies. Indicators suggest their significant value in improving programs of occupational education. In order to ensure that all youth and adults expecially those with disadvantages have adequate and appropriate opportunities to prepare for satisfactory employment, vocational education programs must incorporate such new designs and services as they become available.
>
> These exemplary programs of occupational education should include the following provisions which are not offered widely in existing vocational education programs:
>
> > Exploratory occupational education to provide practical and educational experiences essential to understanding the demands and complexities of our modern society and opportunities in the constantly changing world of work;

Programs designed to acquaint students with employment opportunities and to teach skill and knowledge required in one or more industries or families of occupations certified by the U. S. Department of Labor as offering expanding opportunities for employment;

Programs or projects to provide students with educational experience through part-time work which will assist in their maximum development and which will help link school and employment;

Guidance and counseling to assure that all students' interests and capabilities are developed in relation to their career objectives and to ease the transition from school to work by assisting them in initial job placement;

Improvement of curricula to stimulate broad-scale innovative changes to provide more realistic vocational education programs for youth and adults at all skill levels.

This recommendation would provide resources for implementing the desirable results, methods, and new techniques resulting from research studies, demonstration, and experimental efforts.

These new programs would enable educators, the public, and other concerned State and local officials to observe and evaluate, in a typical school setting within their own State, the practical application of improved program design and operation. Such new and innovative vocational education demonstration programs would serve to reduce the timelag in implementing the results of research."

Pursuant to the Advisory Council's recommendation, the Congress of the United States enacted Part D of the Vocational Education Amendments of 1968 (Public Law 90-576). Part D, under Section 142(c), provides funds for the U. S. Commissioner of Education to use in stimulating and supporting vocational exemplary projects which include such features as:

(a) familiarizing elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations;

(b) providing students with educational experiences through work;

(c) helping exiting students with initial job placement;

(d) providing students with intensive occupational guidance and counseling during the last years of school;

(e) broadening and improving vocational education curriculums.

In preparation for implementing Part D of Public Law 90-576, the U. S. Office of Education sponsored a "National Conference on Exemplary Programs and Projects" in Atlanta in March of 1969. A variety of important papers were presented during the conference. Over a period of time, the papers which seem to have emerged as the most significant are:

"Unifying an Entire System of Education Around a Career Development Theme," by Edwin L. Herr

"Elements of a Model for Promoting Career Development in Elementary and Junior High Schools," by Norman C. Gysbers

"Occupational Guidance, Counseling, and Job Placement for Junior High and Secondary School Youth," by Gene Bottoms and Kenneth B. Matheny

"Work-Experience Educational Programs for Secondary Youth," by George W. Burchill

"Strategies for Implementing Exemplary Programs and Projects in order to Make Maximum Change in The Educational Process," by Samuel A. Moore

All of these papers are recommended as useful background references on the design of Vocational Exemplary Projects. They are available on microfiche in the ERIC System. They are included as number VT-008-896 in the VT-ERIC microfiche set which has been assigned the number ED-045-856 and which is available from the ERIC Document Reproduction Service.

The outcomes of the 1969 "National Conference on Exemplary Programs and Projects" were consolidated and summarized in a booklet entitled: A Guide for the Development, Implementation, and Administration of Exemplary Programs and Projects in Vocational Education, by Gene Bottoms and Kenneth B. Matheny. The materials contained in pages 5 through 26 of this booklet are especially helpful in regard to the nature and design of Vocational Exemplary Projects. The booklet may be obtained on microfiche from the ERIC System. It has been assigned the number ED-040-301 and is available from the ERIC Document Reproduction Service.

In order to move ahead with the implementation of Section 142(c) of Part D of the Vocational Education Amendments of 1968, the Bureau of Adult, Vocational, and Technical Education of the U. S. Office of Education issued Policy Paper No. AVL-V-70-1 on October 2, 1969. This Policy Paper invited interested school districts and other organizations throughout the country to submit proposals for conducting research-based vocational exemplary projects which would combine, in one operational setting, all of the following aspects:

1. Provision for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.

2. Provision for work experience, cooperative education, and similar programs, making possible a wide variety of offerings in many occupational areas.

3. Provision for students not previously enrolled in vocational programs to receive specific training in job-entry skills just prior to the time that they leave the school. (Some of these training programs might be very intensive and of short duration.)

4. Provision for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement might be in a job or in postsecondary occupational training. Placement to be accomplished in cooperation with appropriate employment services, manpower agencies, etc.)

5. Provision for the grantee or contractor to carry the program on with support from regular funding sources after the termination of the Federal assistance under Part D of Public Law 90-576. (Federal assistance under Part D cannot exceed three years.)

In response to this invitation, more than 175 proposals were prepared and submitted to the U. S. Office of Education. On the basis of a careful review and evaluation, the one best proposal from each State and Territory was selected for support and was funded for a three-year period at an average level of $130,000 per year. These proposals resulted in a nationwide network of Vocational Exemplary Projects, reaching into every State and Territory of the Nation.

Abstracts of all of the projects supported during the first three-year round of activity under Section 142(c) of Part D have been published in two booklets:

Abstracts of Exemplary Projects in Vocational Education. Washington, D. C.: Division of Vocational and Technical Education, U. S. Office of Education; November 1971. (ED-060-189)

Abstracts of Exemplary Projects in Vocational Education. Washington, D. C.: Division of Vocational and Technical Education, U. S. Office of Education; June 1973. (VT-100-564)

Progress reports and final reports from the first-round projects have been processed routinely into the ERIC collection. The ERIC accession numbers for many of these project reports can be found in Section III, pp. 26-28 and pp. 50-53, in the 1973 Bibliography on Career Education (ED-079-554).

As the first three-year round of Vocational Exemplary Projects drew to a close, the U. S. Office of Education took steps to initiate a second three-year round. On August 28, 1972, the Bureau of Adult, Vocational, and Technical Education of the U. S. Office of Education issued Policy Paper No. AVTE-V72-10. This Policy Paper invited interested school districts and other organizations throughout the country to submit proposals for conducting research-based exemplary projects which would combine, in one operational setting, all of the following components:

1. Programs designed to increase the self-awareness of each student, to develop in each student favorable attitudes about the personal, social, and economic significance of work, and to assist each student in developing and practicing appropriate career decisionmaking skills.

2. Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

3. Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

4. Programs at grade levels 10 through 14, designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

5. Programs designed to insure the placement of all exiting students in either: (a) a job, (b) a postsecondary occupational program, or (c) a baccalaureate program.

In response to this invitation, more than 200 proposals were prepared and submitted to the U. S. Office of Education. On the basis of a careful review and evaluation, the best proposals were selected for support.

The selected proposals were funded and most of them were initiated in June of 1973. (In a few special cases, the projects were not

initiated until the Spring of 1974.) Abstracts of all of the projects which were initiated are provided on the following pages. These projects constitute the second three-year round of activity under Section 142(c) of Part D of the Vocational Education Amendments of 1968.

The second round projects are being monitored through the Regional Offices of the U. S. Office of Education. The monitoring is done by Part D project officers who are stationed in each of the ten Regional Offices. Central coordination of the overall Part D program is maintained in the Washington office of the U. S. Office of Education by the Division of Research and Demonstration of the Bureau of Occupational and Adult Education.

References

1. Abstracts of Exemplary Projects in Vocational Education. Washington, D. C.: Division of Vocational and Technical Education, U. S. Office of Education; November 1971. (ED-060-189)

2. Abstracts of Exemplary Projects in Vocational Education. Washington, D. C.: Division of Vocational and Technical Education, U. S. Office of Education; June 1973. (VT-100-564)

3. Abstracts of Research and Development Projects in Career Education. Washington, D.C.: Division of Vocational and Technical Education, U. S. Office of Education; June 1972. (ED-063-520)

4. Advisory Council on Vocational Education. Vocational Education; The Bridge Between Man and His Work: General Report. Washington, D. C.: Government Printing Office, 1968. (ED-028-267)

5. Bottoms, Gene and Kenneth B. Matheny. A Guide for the Development, Implementation, and Administration of Exemplary Programs and Projects in Vocational Education. September 1969. (ED-040-301)

6. Georgia State College, Atlanta. Papers Presented at the National Conference on Exemplary Programs and Projects. March 1969. (ED-045-856/VT-008-896)

7. High, Sidney C. and Linda Hall. Bibliography on Career Education . Washington, D.C.: Division of Vocational and Technical Education, U. S. Office of Education; May 1973. (ED-079-554)

8. High, Sidney C. "A National Perspective on Career Education." Journal of Research and Development in Education, Spring 1974, Volume 7, Number 3, pp. 3-17.

9. Worthington, Robert M. Development of Model Career Education Programs Under Part C and Part D of the Vocational Education Amendments of 1968. June 1972. (ED-065-712)

ABSTRACTS OF INDIVIDUAL PROJECTS

The abstracts which follow provide information about each individual project in a standardized format. The abstracts are arranged in alphabetical order by the States in which the projects are located, with the District of Columbia, Puerto Rico, the Virgin Islands, the Trust Territory of the Pacific Islands, Guam, and American Samoa at the end.

STATE AND PROJECT NUMBER	Alabama V361162
TITLE OF PROJECT:	A School-Community Career Education Project
PROJECT DIRECTOR:	Mr. John W. Jackson Assistant Superintendent P. O. Box 2469 Opelika, Alabama 36801
APPLICANT ORGANIZATION:	Opelika City Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$437,856
DURATION:	June 1973 through May 1976

Site Information: The Opelika City Schools include two primary schools (grades 1 through 3), three intermediate schools (grades 4 through 6), one junior high school (grades 7 through 8) and one comprehensive high school (grades 9 through 12). The system-wide enrollment is approximately 4,270 of which approximately 40% are of minority group representation. Approximately 1400 students in the system qualify as economically deprived. This figure would rise to over 50% of the student population if Title I criteria for determining the educationally disadvantaged were used. Opelika City School System has changed in recent years from a conventional system of instructional programs and buildings to a system with exemplary programs utilizing the most up-to-date methods, materials and equipment. A new high school plant, designed to house a comprehensive high school, was opened in 1972.

Description of the Program

I. Administrative Structure

The project will operate under the Assistant Superintendent for Curriculum and Instruction, who will serve as Project Director. The staff will also include a Project Coordinator and five full-time instructional resource teachers. Two resource teachers will work with the primary and intermediate schools, one with the junior high school and two with the high school.

II. Program Design

By the third year of the program career awareness objectives will be worked into 75% of the topics covered by the instructional program. Within the same time period exploratory experiences will be provided for which either 15% or more of the students interests and aptitudes indicate a need, or for which there is identified a critical community need.

By the fifth year of the program, placement opportunities will be available for 95% of all students desiring and needing actual occupational training and experiences.

Alabama

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work and Career Decision Making -- The guidance program will be structured and implemented in grades one through twelve. Through a comprehensive student record system, students will be assisted in making personal, vocational and educational decisions based on their aptitudes, abilities, interests, and on the needs of the community. Tentative plans call for students to acquire a personal guidance folder in the first grade which will be maintained throughout their school career.

Elementary and Junior High Career Awareness -- A major emphasis of the program will be to change the curriculum so that students acquire career awareness objectives through the regular instructional program. The changed curriculum will relate the program directly to the world of work and citizenship so that the significance of work, and the wide applications of in-school activities to work are actually demonstrated.

Junior High Orientation and Exploratory Experiences -- All teachers will be involved in projecting career concepts as they apply to the subject areas being taught. Exploratory opportunities will be provided for which either fifteen percent or more of the students indicate a need, or for which there is a critical community need. Exploratory opportunities presently available are: basic skills in the use of hand tools, woodworking, metalworking, limited use of power tools, electricity and electronics, small engines, foods, clothing, art and music.

Job Preparation in Grades 9-14 -- Needed areas of training and experiences will be identified by the project staff and the related agencies. From these needs, programs will be developed either in the high school or in one of the other community organizations to provide the experiences. Occupational opportunities are presently available in the cluster areas of building construction, auto mechanics, and business and office education. Other courses are available in electronics, refrigeration and air conditioning, ornamental horticulture, child care, commercial sewing, vocational home economics, basic mechanics, health occupations, diversified occupations, and in trade and industrial education.

Placement Activities -- Placement will be handled through a Community Contact and Placement Office. The responsibility of this office will be to place every exiting student in a job, a post-secondary educational program, or in a baccalaureate program.

Other -- A Faculty Career Education Committee, representing the three major components of the schools, will assist in identifying and validating career education objectives and identifying the logical place for the objectives and programs to be placed in the schools' curriculum. The committee will also assist in interpreting the program to other teachers in the system and to the community.

A Community Career Education Committee will be organized to assist in validating career education objectives as to their relevance to the world of work and citizenship as well as to assist in identifying entry level skills needed, and the placement of students in on-job training experiences and full-time employment. The committee will also assist in interpreting the program to the community.

Alabama

IV. Unique Features

Involvement of total faculty, grades 1 through 12

Involvement of all students, grades 1 through 12

Community Contact and Placement Office

Faculty Career Education Committee

Community Career Education Committee

Post-secondary counseling and placement

Re-orientation of total school curriculum to make career education the school program.

Full-time instructional resource personnel--elementary, junior high, and senior high--working in career education.

STATE AND PROJECT NUMBER:	Alaska V361022
TITLE OF PROJECT	Anchorage Borough Exemplary Career Education Project
PROJECT DIRECTOR:	E.E. (Gene) Davis Director of Career Education 670 Fireweed Lane Anchorage Borough School District Anchorage, Alaska 99501
APPLICANT ORGANIZATION:	Anchorage Borough School District
ESTIMATED TOTAL FEDERAL FUNDS SECTION 142(c) PART D:	$312,139
DURATION:	June 15, 1973 through June 14, 1976

Site Information: The Anchorage Borough School District includes 40 elementary schools, 7 junior high schools, and 6 senior high schools. In addition, legal responsibility exists for fiscal matters involving Anchorage Community College, although the actual administration of the college is with the University of Alaska. The district serves a metropolitan area with a population of more than 140,000 residents. Although Anchorage may be seen as remote from the rest of the continental United States, it most certainly would not qualify as remote in a geographical sense. The Anchorage community in general has 4% black population, 6% native and 1 1/2% other minorities. From the less than 3,000 pupils at the end of World War II, the school district now exceeds 34,000 and within five years another 8,000-10,000 children are anticipated. The cost of living in Anchorage is generally high, with specific costs varying considerably. Overall living costs are quoted as being 25% higher than in Seattle, Washington. The school district serves the city and borough of Anchorage which includes headquarters for many state and federal agencies, The University of Anchorage, Anchorage Community College, Alaska Methodist University, Elmendorf Air Force Base, Fort Richardson Army Base, The Alaskan Defense Command and major representatives of business, industry, and labor.

Description of the Program

I. Administrative Structure

The project will operate under the Anchorage Borough School Board and the Superintendent of Schools. The Project Director of Career Education for the district reports directly to the assistant Superintendent of Instruction, as do four other Directors in the Division of Education: Elementary, Secondary, Research and Development and Special Services.

Alaska

The Project Director and Director of Career Education for the district has been assigned responsibility to insure the initiation, operation, and evaluation of career education activities for the entire district. The project itself will also include: a Consultant in Career Awareness, a Career Counselor, a Vocational Coordinator, and a Coordinator of Cooperative Vocational Work Experience Programs.

II. Program Design

The objectives under which the project will develop center around the incorporation of exemplary career education concepts, methods, and curriculums into 8 pilot schools initially and subsequently into all schools in the district by the third year. The first year of the project will concentrate on inservice education for teachers, counselors, and administrators in the pilot schools, and development of a plan for implementation during that and succeeding years. An in-house steering committee will be formed of administrators, teachers, students, and a representative from Anchorage Community College.

III. Program Components

Elementary Career Awareness--Inservice education, development of materials, and recruitment of a differentiated staff for career awareness activities in grades K-6 will be implemented in this component.

Junior High Career Orientation and Exploration--A plan will be developed for establishing career exploration programs in each pilot junior high school building. Also a career education resource center will be established. The project will develop and implement a system in all pilot schools whereby students will have a logical sequence of career education activities from grades 7-9. For each occupational cluster an exploratory curriculum with hands-on experiences, work experience, observation, and role playing experiences will be developed.

Career Preparation, Grades 10-14--The pilot schools will formulate or refine plans for the development of career education programs. Workshops will be conducted for interdisciplinary planning. The project will implement 10th grade classes which continue junior high exploratory opportunities. Work experience programs will be expanded for additional students. Teachers will receive inservice training in career education concepts. A plan for articulation of career programs will be developed for grades K-14, and cooperative arrangements with Anchorage Community College and a University will be established.

IV. Unique Features

Junior and senior high school supporting activities for disadvantaged students.

Coordination with $5 million career center for senior high students.

STATE AND PROJECT NUMBER:	Arizona V361132
TITLE OF PROJECT:	Demonstrating the Planning, Implementation, and Evaluation of Developmental Guidance, Counseling and Placement Components in a Career Education System
PROJECT DIRECTOR:	Byron E. McKinnon Coordinator of Guidance Services Mesa Public Schools 39 South Hibbert Mesa. Arizona 85202
APPLICANT ORGANIZATION:	Mesa Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$372,730
DURATION:	June 1973 through June 1976

Site Information: One high school, two junior high schools and three elementary schools that represent the district's socio-economic and ethnic components will participate in the project. Old Mesa High School is being converted into a Career Preparation Training School, a central facility for the project's demonstration and dissemination activities. The above includes 6,000 students or 23% of the 26,000 students in the district. In addition, the Indian Guidance Office of the Mesa Public Schools will provide total project service for 800 Indian students. Student population data reflects 57% female, 43% male; 80% white, 10% Mexican-American, 3% American Indian. Nearly 40% of the parents of the district's students have had some college education, another 50% have graduated from high school. Family income is under $9,000 per year for 28% of the student body and is $15,000 per year or more for 30% of the student body. A wide cross-section of occupations is represented among Mesa families.

Description of the Program

I. Administrative Structure

The Project Director, as chief administrative officer for the continuing project with responsiblity for major project decisions, has direct access to the Superintendent of Schools along with the Director of the Center for Career Development and the Directors of other Special Projects, thus insuring the benefits of project coordination in the district. The Project Director is periodically advised and reviewed by the Counseling and Advisory Council which is composed of a cross-section of area representatives, the Head Counselors, and National Advisory Consultants Project staff also includes a career counseling aide, paraprofessionals, and five counseling and guidance consultants.

II. Program Design

In each of its three one-year phases, the project will attempt to achieve specific

product and process objectives for both project staff and students, focusing on helping the student set and realize his/her selected career goals. Each phase, stressing different grade levels, gives input and support to the following phase. Each phase's program also continues at the proceding year's grade levels, so that in Phase III students in all grades, K-12, are included. Demonstration schools with special resources and materials will be set up to implement career planning. School personnel will help assess potential, discover needs, formulate goals and objectives, develop educational programs for students to achieve these goals, and coordinate placement activities in jobs or in further educational opportunities; all carried out with particular regard to minority, women, and low-income students.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes, Toward Work, and Career Decision-Making Skills - Process and product objectives for achieving this component are built into the program at each Phase with its corresponding grade levels. To facilitate selection and achievement of both short and long-term goals with functional educational experiences, students engage in instructional-counseling activities organized into career guidance units based on the needs statements of youth and adults. These units outline student objectives and goals, educational activities and resources keyed to meet these objectives and evaluation procedures for both student and staff assessment. Packages will be implemented by trained counselors.

Elementary Career Awareness - In addition to the general developmental career guidance and counseling activities this demonstration project's student performance objectives include: 1) identification of important decisions and the times to make them; 2) collection and organization of information on abilities, interest, values, etc. which can affect school and vocational goals with the understanding that these characteristics may change; 3) recognition of occupational groupings.

Junior High or Middle School Career Orientation and Exploration - Objectives at this level include: 1) the acquisition of decision-making skills and career problem solving skills; 2) the selection of first and second choice long-range vocational goals and 3) the planning of related school study programs with reality tests and in-depth explorations.

Job Preparation in Grades 10-14 - This component includes: 1) exploration of placement opportunities for post high school occupational and educational programs related to first and second choice career goals; 2) familiarization of economic, social, and technological factors and influences; and 3) utilization of community resources, business and industries and the Mesa Community College for educational and vocational guidance and placement programs for grades 10-14.

Placement Activities - Together with the above listed product and process objectives, a guidance and placement program will be developed through a network of local community employment resources for grades 10-14 for both part-time and full-time work as well as for further educational opportunities.

Other - Program components will be cost-effective in order to successfully meet the changing career planning and developmental needs of youth and society. The USOE funded project Research for Better Schools will, with the Mesa Staff, field test two units which concern effective components of career guidance and counseling with 120 fifth-grade Mesa students.

IV. Unique Features

On-going evaluations of all project components.

Input from Mesa Community College for articulation of educational-vocational options and services.

"Open project" attitude allowing on-site visitors.

Interactive process among the three Phases, providing feed-back and input to the following Phases.

STATE AND PROJECT NUMBER:	Arkansas V361156
TITLE OF PROJECT:	An Exemplary Career Education Project for Southeast Arkansas
PROJECT DIRECTOR:	Robert Kizer Director of Career Education Monticello School District No. 18 P. O. Box 517 Monticello, Arkansas 71655
APPLICANT ORGANIZATION:	Monticello School District No. 18
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$375,583
DURATION:	June 1973 through May 1976

Site Information: This project will be conducted in seven contiguous rural school district, five in Drew County and one each in Ashley and Desha Counties. The 1972 school census report of students from six through seventeen years of age in the project area shows there are 3,971 school age students of which 58% are white and 42% are black. The school age population of the seven school districts range from 74% black and 25% white in Desha-Drew School District to 31% black and 69% white in the Drew Central School District. Forty-one percent of the students in the seven school districts are eligible for free lunches. The area involved has an average property assessed valuation of only $4,495 per enumerate. The area has been classified as a socially-economically depressed area with a high drop-out rate. Monticello is the county seat of Drew County and the largest trade center, as well as the hub of the trade area. The area is serviced by a municipal airport; has one inadequate medical and health center and bonds have been sold to build a new hospital; and is served by the University of Arkansas at Monticello, a four year institution with about two thousand students. The chief income of the area is derived from the Burlington Textial Mills, two lumber mills, two boat factories, rice, soybeans, cotton, tomatoes, timber, livestock, two pulpwood yards, mercantile sales, and three rural-oriented banks.

Description of the Program

I. Administrative Structure

The administrative organization for the operation of the project will begin with the Monticello School Board of the Monticello School District as the administrative agency. The Superintendent of the Monticello School District will be the overall administrator, working with an administrative council composed of the superintendents of the other six school districts involved. There will also be an advisory council composed of seven business, agricultural and industrial leaders in the project area. The project director will have the responsibility of the management of the program and will work with the personnel listed above and other faculty members to see that this proposal is carried out. He will work closely

with the Division of Vocational Education, State Department of Education, on plans and procedures to fully implement all components of the project. The project director will devote full time to the proper implementation and operation of this project. The project staff will include: a secondary vocational counselor, a secondary cooperative education coordinator, a curriculum coordinator, a World of Construction instructor, a World of Manufacturing instructor, a secretary, and clerk-typist.

II. Program Design

The career concepts involve planned career awareness beginning with the kindergarten level and progressing through the seventh grade; career orientation for the eighth grade; exploratory courses in grades nine and ten; a building trades program; occupational home economics; and a general cooperative education program with one-half day work experiences for grades eleven and twelve; short intensive training for seniors without previous work experiences; and placement in the world of work for all exiting students. Guidance and counseling will receive strong emphasis at all levels. The project will emphasize providing a cooperatively planned transition to the area vocational and technical schools (Pines Vocational Technical School, Pine Bluff, and Southwest Technical School, Camden) plus counseling for those going into vocational and academic training in institutions of higher learning.

III. Program Components

Providing Career Awareness and Orientation for all Students -- The career education curriculum coordinator will develop a sequential career awareness program for kindergarten through the seventh grade. The awareness program will be facilitated through the planned use of books, filmstrips, field trips, home inquiry, records, tapes, and similar techniques on their respective grade levels. coordinated and meshed into a modification of their present school program, Eighth grade students will become oriented to all fifteen clusters established by HEW through use of the round robin method, wherein students will rotate between three instructors with each instructor being responsible for five different clusters. The World of Construction and the World of Manufacturing will be offered as exploratory courses at the ninth and tenth grade level.

Providing Skill Training for Secondary and Post-Secondary Students -- By September 1974 the Monticello School District will have built and have in operation an area vocational-technical high school. For those skill areas desired by students but not available at the area school, training will be offered through General Cooperative Training wherein students attend school for a half day and receive on-the-job training experiences the other half day. Short intensive training in various occupations for seniors without work experience will be provided by the vocational education counselor. A plan will be devised to provide a cooperatively planned transition to the area post-secondary vocational and technical schools.

Arkansas

Providing Counselor and Guidance for all Students -- The vocational counselor will concentrate his efforts on counseling with the secondary teachers in the area and as a one-to-one counselor for individual students. He will provide the leadership and in-service training for the academic teachers to the extent that the teachers will be able to help students realistically understand their capabilities and needs, find sources of information, and become familiar with the job opportunities existing locally as well as on the state, regional and national scene. A career media center will be established for use of all schools involved in the project.

Providing Placement Services for all Exiting Students -- A plan will be developed under the direction of the project director that will include assistance in placement and follow-up for all exiting students through the cooperative efforts of the vocational counselor, vocational teachers, and the other secondary teachers working directly with local business and manufacturing agencies, employment services, manpower agencies, and post-secondary schools.

Creating a Favorable Atmosphere Between Education, Labor, and Industry in the Community -- Use of role models, educational trips, on-the-job supervision, interviews and other activities used to fuse career education into the curriculum will spontaneously create a favorable atmosphere between education, labor and industry in the community.

IV. Unique Features

Round robin eighth grade orientation

Multi-county project

Secondary area vocational technical high school

Secondary - post-secondary - higher education articulation

STATE AND PROJECT NUMBER:	Colorado V361037
TITLE OF PROJECT:	Exemplary Program: Career Oriented Education Project
PROJECT DIRECTOR:	Dr. Louise J. Keller University of Northern Colorado Greeley, Colorado 80639
APPLICANT ORGANIZATION:	University of Northern Colorado and Greeley School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$390,832
DURATION:	July 1973 through August 1976

Site Information: The University Laboratory School at the University of Northern Colorado in Greeley and the schools of District 6 will be involved in the Career Education Project. The Laboratory School represents a cross-section of the area school population. Of a total of 719 students, 61 are Spanish-American, 5 are Oriental, and 1 is Black. There are 120 Special Education students. Thirty percent of the students are from families considered as economically deprived. Twenty-five percent of the students are from families affiliated with the University of Northern Colorado. Major economic features in the Greeley area are agriculture, retail trade, and education. The total school population of District 6 is 10,370 students, of which 1,952 are Spanish-American, 37 are Oriental, 22 are Black, and 8 are American Indians; 1,699 students meet poverty guidelines for free lunches. District 6 will be increasingly involved as the project progresses, and will receive the main emphasis during the third year.

Description of the Program

I. Administration Structure

The Project Director has the responsibility for implementation of the proposed program and overall management of the project. The Director will be assisted by the Associate Directors representing the Laboratory School and Greeley District 6. The day-to-day operations, general supervision, and coordination of the project, as well as the responsibility for attaining the stated objectives, are the major responsibilities of the Project Coordinator. The Project Coordinator is the chief administrator for the project and is responsible only to the Project Director. The entire project is guided by an Administrative (management) Council composed of the Director, two Associate Directors, Project Coordinator, and four Program Area Facilitators. The Chairman of the Advisory

Committee is an ex-officio member of the committee. The Program Area Facilitators represent the major goal areas (components) of the project: Curriculum, Guidance, Personnel Development Development, and Management. The program area representatives are individuals who have been assigned full time or part time to the project to facilitate project implementation. These individuals are from Greeley District 6, the Laboratory School, and the University of Northern Colorado.

II. Program Design

The project will design a K-12 exemplary career-oriented learning system which will be used: (1) for implementation of career education in the UNC Laboratory School and for future implementation in Greeley School District 6, and (2) for identification of strategies for impacting on teacher training. In addition, the project will expose future teachers to a learning environment which is based upon concepts of career development and will expose future guidance counselors to a model career education counseling and placement program. The process for accomplishing the objectives will center around a system composed of four major components or goal areas which constitute the basic design framework: curriculum (content and learning experiences for students and staff); guidance (service and career information for supporting the teaching/learning processes); personnel development; and management of career education.

The major contributions of the project will be the identification of the major components of a systems approach to career education and the demonstration of transferability of the project from the University Laboratory School to District 6 schools; the establishment of the environment for the exposure of teachers and counselors in training to career-oriented education; and the articulation of program efforts between K-12 public schools and the Aims Community College located in the community. The Laboratory School, as a demonstration center for the University, has impact on pre-service training of approximately 2,230 graduating education majors annually. The graduating teachers could greatly increase both dissemination and implementation of career education in many districts throughout the region.

III. Program Components

The program components will center around existing administration structures of the schools. Focus and activities will be discussed relating to 1) elementary career awareness, 2) junior high or middle school orientation/exploration, 3) job preparation, and 4) guidance, counseling and placement.

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work and Career Decision-Making Skills -- The guidance and counseling services will attempt to promote self-understanding; increase students' awareness of educational and career opportunities; to help students establish realistic goals; and to provide information to staff, parents, students and community. The counseling staff will provide guidance services to all learners;

identify "people roles" in the guidance system; work closely with teachers in the implementation of career education in the classroom; establish a student data base system; and act as a consultant and coordinator for the classroom teachers for expanding his/her guidance role. The counseling component will coordinate a student follow-through and follow-up system which will provide information for curricular revisions and further student career decision making. The counseling component will be assessing the need for placement activities in the schools. The component will assess student needs, community input, business and industry input, government agencies and the availability of staff for implementation. This multi-media approach will provide for continuity and articulation. It will lend itself very easily to "infusion" rather than "add-on" methods and will provide teachers with all necessary resources, plans, and follow-up suggestions. In addition to this program, several teachers in the K-5 continuum will implement career-oriented education activities which will have been developed to introduce to and involve their students in the community and with the people within this community. A core of teachers within the K-5 continuum who will be in the process of developing an expertise in utilizing career-oriented activities will be used to assist in-service activities with elementary teachers in the Greeley Public Schools. Initial in-service activities in District 6 are scheduled to begin on January 7, 1974.

Elementary Career Awareness -- The elementary program will be organized around K-2, 3-5 career awareness materials produced by Education Achievement Corporation entitled "The Valueing Approach to Career Education."

Middle School Career Orientation and Exploration -- The middle school program in Career-Oriented Education will be based upon two main instructional methods: 1) simulation, and 2) resource visitations and observations. Simulation will be emphasized at the middle school level as an important teaching/learning strategy. The social studies department will prepare to implement and extensive simulation unit involving careers in government, economics and press. More simulation materials will be sought by project staff. Middle school will also utilize a Health Careers Packet for all grade 8 students. This packet involves a number of field trips and resource visitations in addition to evaluation and self-awareness units. The middle school language arts teachers will also integrate career-oriented education activities into their daily curriculum through lessons they will specifically design. Some of these lessons will include resource visitations. In addition to these activities, one of the Lab School counselors will conduct group guidance activities with the middle school teachers which will include the utilization of "Career Insights and Self-Awareness Game," by Houghton-Mifflin Company, 1973. Future plans for the middle school level include 1) increasing the utilization of career simulations, and 2) arranging for a greater number of resource visitations and observation opportunities.

Job Preparation in Grades 9-12 -- At the present time two instructional methods will be emphasized: 1) utilization of career information resources in the classroom appropriate to subject matter content, and 2) utilization of community resources. Future activities at this level will include a major effort to provide systematic observation programs and coorperative experience

STATE AND PROJECT NUMBER:	Connecticut V361170
TITLE OF PROJECT:	Penetrating School Strata Through Career Education
PROJECT DIRECTOR:	Richard D. Nolan, Director Career Education Bristol School System Box 450 Bristol, Connecticut 06010
APPLICANT ORGANIZATION:	Bristol School System
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$410,935
DURATION:	July 1973 through June 1976

Site Information: Bristol is primarily a middle-class industrial community relying heavily upon component parts manufacturing. While the average pay scale for local business and industry is quite high, there is a noticeable reliance on defense sub-contracting; which may cause future economic problems. The 1970 census shows the racial minority to total less than two percent of the population. However, there exist large groups of freshly immigrated French-Canadians, Polish, Italians, Germans and Irish. Total school population for the Bristol System is 12,163; with an estimated 20% being classified as disadvantaged. The city has operational 22 schools (including 7 parochial schools).

Description of the Program

I. Administrative Structure:

The project director will report directly to the Assistant Superintendent of Curriculum and Bristol Director of State-Federal Programs. Staff reporting to the project director will be: a Career Resource Center Director, Career Resource Aids, a K-6 Career Awareness Specialist, a 7-8 Career Orientation Specialist, and three 9-12 Career Guidance Specialists.

The director will maintain a cooperative relationship with other administrative staff of the Bristol School System plus a Community Advisory Council.

Connecticut

II. Program Design:

The Career Education Proposal is designed to restructure the educational program around the students' real-life developmental role. Academic knowledges and skills will be integrated with occupational training, to assure that each exiting student will be prepared for a further educational program or for entry into an occupation.

In the initial year of the project, three elementary, two junior high, and both senior highs will be involved in the project, expanding by the third year to all the schools in the district and all of the nonprofit private schools in the area.

III. Program Components:

Overall Guidance and Counseling Emphasis and Placement--A Career Guidance Specialist will play an important role in the career decision-making process. He will coordinate placement efforts in the area of specialization, e.g. distributive education, and will serve as a liaison between the school and community. He will have the responsibility of researching community needs and recommending curriculum changes based on those data. Counselors will become involved in inservice sessions that demonstrate group process techniques.

A Career Resource Center is planned which will make available to all staff, K-12, materials, equipment, and information and studies prepared by the Career Resource Center Director.

Elementary Career Awareness--Career awareness specialists will conduct a program in conjunction with teachers in three elementary schools and one private nonprofit school during the first year. A Career Awareness Curriculum Guide will be developed to integrate career awareness into the present curriculum; concurrently with development of the guide will be instituted a series of inservice training activities. The Career Awareness Specialists will continue coordination with the 7-8 grade facet of the total program.

Junior High or Middle School Career Orientation and Exploration--The program at the 7-8 grade level will be involved with inservice training and workshops for teachers and administrators. At this level the project will be directed at particularly serving the needs of disadvantaged, learning handicapped, and emotionally disturbed children, although all children will be able to participate in the program. The students at this level will explore occupational clusters and be exposed to increased information and opportunities through assembly programs, resource speakers, and field trips.

Connecticut

Career Preparation, Grades 10-14 --In grade 9, where no previous cluster exploration will have been done, an academic and community-based career education model will be adopted. The concepts and skills presently being taught in grade 9 subject areas will be related to career exploration through the clusters.

Job specialization and presentation of job opportunities will be emphasized in grades 10-12. Programs aimed at increasing skills necessary for entry-level work will be expanded. A State-funded Distributive Education Program will be added in coordination with the project, along with other programs such as one for educable mentally retarded students and specialized courses in health and food services. To implement career concepts and models, teachers, counselors, and community contact persons will begin to work as teams. To facilitate career awareness and group interaction, inservice training seminars will be held.

IV. Unique Features:

Work with disadvantaged, learning handicapped, and emotionally disturbed children in the junior high component and work with educable mentally retarded students at the senior high level.

STATE AND PROJECT NUMBER:	Delaware V0001VW
TITLE OF PROJECT:	Career Education Instruction System
PROJECT DIRECTOR:	R. Mike Simmons Director of Instruction Newark School District 83 E. Main Street Newark, Delaware 19711
APPLICANT ORGANIZATION:	Newark School District Board of Education
ESTIMATED TOTAL FEDERAL FUNDS- SECTION 142(c)	$321,570
DURATION:	January 1974 to January 1977

Site Information: Newark, Delaware, is a sixty-seven square mile, rapidly growing suburban community in the lower Delaware Valley served by the New York-Washington line of the Pennsylvania Railroad and Trailway Bus Company. Philadelphia (50 miles), New York (120 miles), Atlantic City (90 miles), and Washington, D. C. (100 miles) are within easy reach by automobile on Interstate Highway 95. Newark is a diversified community in the socio-economic levels, race, religious groups, professions, and occupations represented. There exists in Newark light and medium industry, a variety of commercial enterprises, and large corporate installations such as the DuPont Company.

The total school district population is approximately 68,000, with a public school enrollment exceeding 16,000 in grades K-12. The intent of this three-year project is to serve all Newark School District elementary, middle, and secondary schools. Pilot schools including 3 Elementary Schools, Grades K-5 (1,926 students and 84 professional staff members), 2 Middle Schools (1,880 students and 91 professional staff members), and 3 High Schools (5,216 students and 322 professional staff members) will be involved the first year.

Description of the Program

I. Administrative Structure

The Project Director of the Newark School District is directly responsible to the Deputy Superintendent. Working directly with the Project Director are two Project Coordinators responsible for the coordination and administration of the project in the district. Project activities will be coordinated with the Director of Instructional Services staff.

Delaware

A Career Education Advisory Council composed of project staff, representatives from elementary, middle, and high school levels, representatives from the State Department of Public Instruction, parents, and representatives from business, industry, and labor serve to formulate project policy and direction.

II. Program Design

The purpose of the project is to provide an operational model for K-12 career education. The project includes three basic phases: Awareness (K-5); Exploratory (6-8); and, Exploration and Specialization (9-12). Three ad hoc committees, whose composition is similar to that of the Advisory Council, function to determine the career program goals and objectives for each of the three phases. It is expected that curriculum development and implementation will result in a systematic delivery of the career concept on a K-12 basis; interdisciplinary cooperation in program development and implementation; integration of career concepts into regular curriculum; and integration of youth activities into programs of instruction. The result should be more realistic and meaningful learning experiences related to careers for students.

III. Program Components

Overall Guidance and Counseling Emphasis; Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- In the exploration and specialization phases of the project, guidance counselors will directly assist students in analyzing their needs, abilities, and interests; and will also assist in the college selection process until the student has been accepted or makes an alternate career choice. Career guidance and placement counselors will be assigned to each high school to provide similar services to students not planning to attend post-secondary institutions.

Awareness (K-5) -- The development of an awareness to the "World of Work" and pupil attitudes toward the personal and social significance of work will be the focus of the elementary program. Emphasis will be placed on the integration of career education objectives into the elementary school instructional programs.

Exploration (6-8) -- A systematic investigation of career clusters is the goal of the middle school program. The exploration phase is intended to formally expose students to as many career alternatives as possible, and provide them with the opportunity to explore a cluster of their choice according to their interests and desires. Assisting the student in identifying his/her needs, abilities, values, and interests, in addition to the provision of information on the many career alternatives available, should result in appropriate choices for indepth career exploration and specialization in the high school program.

Delaware

Exploration and Specialization (9-14) -- As their career goals become more definitive, students entering high school will proceed from an indepth exploration program to one of greater specialization. Cooperative curriculum development efforts between vocational and academic programs will be emphasized. Cooperative efforts will be organized among the various district, state, and federal programs to provide career-related services to students in college preparatory, vocational,work experience, and other specialized programs. Closer articulation and wider participation in planning curricula and activities between the secondary and post-secondary institutions will be established. While the principal focus at the community college level will be technical education, they will also specialize in programs for those who leave before completing high school, those who change career goals before completing degree programs, those adults needing assistance to enter or re-enter employment, and those wishing to upgrade skills for advancement and promotion.

IV. Unique Features

Integration of career programs into current educational programs instead of adding to curriculum at each level.

Program varies from school to school, depending upon the organizational pattern and philosophy of each school, resulting in alternative career programs.

The establishment of complementary services between this project and other district, state, and federally-funded career related programs.

Career Guidance and Placement Counselor providing career guidance and placement for exiting students.

Special state funding for occupational/vocational programs.

Provision for advanced standing in state post-secondary institutions.

Inclusion of a youth activity component integral to curriculum development.

Nonprofit private school involvement in inservice and program development activities.

STATE AND PROJECT NUMBER:	Florida F4-007-VW
TITLE OF PROJECT:	A Comprehensive Program of Vocational Education for Career Development: K-University
PROJECT DIRECTOR:	Dr. C. Virginia Bert Bureau of Research and Evaluation Division of Vocational Education Florida Department of Education Room 258 Knott Building Tallahassee, Florida 32304
APPLICANT ORGANIZATION:	Division of Vocational Education Florida Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$546,516
DURATION:	July 1974 through June 1977

Site Information: The project site will be an educational service area composed of two contiguous school districts, a junior college, and a state university. Within each district a feeder network of elementary, middle, junior, and senior high schools will feed to area vocational technical schools, a junior college. or state university. A total of 16 institutions serving more than 25,000 students will provide an articulated program of career education.

Description of the Program

I. Administrative Structure

The project director at the state level will report directly to the Director, Division of Vocational Education, who reports to the Commissioner of Education. She will serve as State liaison officer for the Local and Federal components of the project. The project manager at the local level will coordinate the development: K-University in a service area composed of two districts, one junior college, and one university. He will be appointed by the coordinating organization representing the District Superintendent, Junior College President and University President.

II. Program Design

The purpose of this proposal is to develop a highly articulated K-University comprehensive educational program focused on career opportunities and requirements for job entrance and advancement. Career development experiences will serve as the vehicle for teaching basic academic skills to youth. Students in grades K-6 will become familiar with careers; in grades 7-9, they will explore a wide variety of occupational programs; and in grades 10-12, they will acquire job entry skills and make plans for continued education or entry into the world

of work. Post-secondary and university programs will prepare students for skilled, highly technical, or professional occupations.

The career education theme will serve as a common thread to unify the educational efforts at all levels. Criteria for the selection of activities to promote career development will be based upon the student's needs, abilities, insights, interests, and aspirations; environmental constraints; principles of the psychology of learning; and human growth and development. Implementation of the program will improve vocational education in that more students will explore occupations, and more students will develop positive attitudes toward the contribution of work to society. There will be more vocational programs available resulting in an increase in the number of students making occupational choices earlier. New and innovative teaching techniques will be used. Increased guidance and counseling services will decrease the number of students leaving school before graduation, and make possible an increase in the number of students placed in a job or enrolled in further educational programs.

III. Program Components

Overall Guidance, Counseling, Cooperative Work Experience, Placement and Follow-up -- Occupational guidance and counseling will be intergrated throughout the K-University model. Cooperative work experience will be available at all levels. Placement and follow-up services will be provided to all students leaving or completing the career education program at the secondary and the post-secondary levels.

Elementary and Middle School Career Awareness -- Teachers at the elementary and middle school level will integrate an occupational awareness program into the existing curriculum to expand student familiarization and aspirations related to the personal and social significance of work.

Junior High or Middle School Career Orientation and Exploration -- Teachers at the junior high school level and the exceptional child education center will implement a curriculum providing exploration and in-depth study of job families or clusters. Individual and group guidance and counseling will be integrated with the curriculum.

Career Preparation, Grades 10-14 -- Courses at the secondary level, designed to prepare students with entry-level job skills, will be introduced in the curriculum at the ninth grade level. Courses for the development of more advanced job skills including cooperative type programs and intensive skill training will be available in grades 10-12. Courses providing additional exploration in job clusters will be available for students. Courses at the post-secondary level at the area vocational technical centers and the junior college will provide preparation for highly skilled or technical occupations, or at the university will provide preparation for professions.

Florida

IV. Unique Features

A model comprehensive vocational education program for articulated career development in grades K-University for Florida schools will be designed. The delivery system is to be developed for the purpose of assisting district schools, community/junior colleges and universities in the provision of coordinated career education programs having open entry--open exit features to serve the career needs of students.

A model system to provide career education for educable mentally retarded and adult migrant students will be developed by participating districts.

Cooperative institutional and agency relationships will be designed to assist in the development of the articulated delivery system. Cooperative involvement from community, business and industry will be developed through representative advisory groups.

STATE AND PROJECT NUMBER:	Georgia V361129
TITLE OF PROJECT:	Career Education for Rural Georgians
PROJECT DIRECTOR:	Gene Bottoms, Director Division of Program & Staff Development State Department of Education Atlanta, Georgia 30334
APPLICANT ORGANIZATION:	State Department of Education Atlanta, Georgia
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$489,939
DURATION:	June 1973 through June 1976

Site Information: The Crisp County School System has a total enrollment of 4,589 of which 55% is black and 45% is white. Of the total enrollment, 35% are disadvantaged and 52% receive free or reduced-priced lunches. The Liberty County School System has a total enrollment of 3,570 of which 50% is white, 49% is black and 1% Spanish-surnamed. The disadvantaged make up 21% of the total enrollment and 58% receive free or reduced-priced lunches. The data from Crisp and Liberty County Schools are based on the latest available information and, therefore may differ from that presented in the body of the proposal. Crisp County is a farming and industrial county in southwest Georgia whose economy is based on manufacturing, agricultural production, and agri-business. Its principal industries are clothing manufacturing, metal fabrication, and mobile trailer factories. Liberty County, located in southwest Georgia, has its economy based largely on the pulpwood industry, although a large military complex, a small plastics industry and a small commitment to agricultural pursuits also exist. It does not have a large urban center as does Crisp County, and Savannah has an effect on the economy.

Description of the Program

I. Administrative Structure

The project will function under the auspicies of the State Board of Vocational Education. This Board has, in authorizing the proposal, named Dr. Gene Bottoms, Director of the Division of Program and Staff Development, to be the project director for this total effort. Dr. Bottoms has assigned the management of this project to the Occupational Research Coordinating Unit. Paul Scott is the Director of the ORCU, and will have overall responsiblity for project management. Debera Sharpe of the ORCU staff will serve as field consultant to the two school systems (Crisp and Liberty Counties) serving as demonstration centers.

The materials development phase that will operate during the first 12 to 18 months will be directed by Dr. Nevin Frantz of the University of Georgia. Each demonstration system will also have a project coordinator who will be responsible to

the system superintendent for the proper implementation of the project components. Ray Bouchillon will serve in this capacity for Liberty County and Harvey Kitchens will perform the same duties for Crisp County.

II. Program Design

This project is designed to operate three years. During the first year it will have three components - one component located at the University of Georgia, will develop curriculum materials for middle school exploration programs and the other two components will be rural demonstration centers located in south Georgia. The project has four specific terminal objectives:

1. To develop and operate in two rural south Georgia school systems, career education demonstration centers for the purpose of diffusing the career education concept throughout the southern part of Georgia.

2. To have in transportable form, four of the five mini-exploratory courses for the middle school component of the career education. concept

3. To demonstrate significant contributions to student educational improvement. This will be evident in measurable student outcome.

4. To demonstrate significant contributions to teacher improvement. This will be evidenced in attitudinal responses of teachers toward career education.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- The guidance phase or the program will be designed to help students personalize the meaning of their career experiences at each educational level and to assist them in key decision-making points. Guidance will be infused into the entire career education process at all levels both in principal and in content. The work setting, community, and classroom will be utilized to help students explore and clarify themselves. These experiences will be followed by feedback sessions (group or individual) which encourage the student to analyze what has been happening to him/her; to inquire into how he/she differs from others; and what he/she likes and dislikes, does best, and values.

Elementary Career Awareness -- Career and self-awareness will be implemented in grades K-6 using the unit approach. Each school system will install the concept in no less than 12 elementary classes. At this level, teachers will provide for career and self-awareness by fusing career-oriented materials and concepts into the regular elementary school curriculum. Development of new materials for this purpose will involve the adoption, review, and compilation

of existing materials and techniques from State and National sources.

Junior High or Middle School Career Orientation and Exploration -- The first middle school (Grades 7, 8, and 9) career awareness/exploratory experience will include program content organized around work roles in six major occupational interest groupings; namely, service, business, organizational, expression of ideas, outdoors, and technology. Students will be systematically exposed to real or simulated work experiences in these areas, and will share observations with other students in small group guidance sessions designed to help the child personalize and claify what has been experienced and its meaning to him/her. The next level of experience will involve participating in mini-exploratory courses from nine to twelve weeks in length which feature hands-on activities, opportunities to identify "self" in terms of the world of work, and involve group instruction, individualized instruction, and independent study strategies. The materials will be flexible enough to permit each student freedom of choice among five mini-courses as well as sub-areas of those courses. In the ninth grade, students will be able to participate in year-long prevocational courses which cover a more narrow range of occupations than the mini-exploratory courses, but which are broader in range than a specific vocational program.

Job Preparation in Grades 10-14 -- The projects will use the cluster approach to job preparation and training. They will also use co-op programs as a part of this. Each school system will offer no less than six vocational clusters and one co-op program to insure that each participating youngster has the opportunity to readily choose from among several options of job preparation training.

Placement Activities -- Crisp County will use a team approach to job placement involving the school counselors and the school co-op personnel. Liberty County has employed a full-time job placement coordinator who will work with all youngsters including junior high school dropouts who are seeking employment. By approaching job placement from two different directions, this project will have the opportunity to offer suggestions to other school systems in terms of the best format for job placement programs at the school level.

IV. Unique Features

This total program contains several unique features. They are as follows:

A. The utilization of a university and two school systems in the development of curriculum materials.

B. The development of a curriculum-based guidance approach.

C. The cooperative, vocational and academic education programs for the disadvantaged.

D. Program of education and career exploration. PECE program which provides hands-on exploration for middle school youngsters right in the public sector.

E. The project will also feature the only food education and service training program (FEAST), in the eastern part of the United States.

STATE AND PROJECT NUMBER	Hawaii V361208
TITLE OF PROJECT	Career Information Center
PROJECT DIRECTOR:	Sharen F. Wago 707-A Waiakamilo Road Honolulu, Hawaii 96817
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$442,573
DURATION:	June 1973 through May 1976

Site Information: This project will be serving schools K-14 throughout the State of Hawaii. The project office is located in Kalihi-Palama, an economically depressed area. The project will serve in excess of 150,000 students, about one-tenth of which are in vocational-technical education and twenty percent of which are disadvantaged. Student participation will involve a survey to assess the strengths, weaknesses and gaps in secondary and post-secondary counseling programs. The Project Director will work with the Department of Education Psychology (University of Hawaii), Research and Statistical Division (Department of Labor and Industrial Relations) and the State Employment Service. The Project Director will act as Liaison for government agencies, educational institutions, and private industry by disseminiating information and sponsoring workshops which will be of interest, concern, and benefit to all.

Description of the Program

I. Administrative Structure

The Career Information Center will be administered by the Office of the State Director for Vocational Education through a Project Director. Assisting the Project Director will be a full-time stenographer and 2-4 interns (graduate students majoring in guidance and counseling at the University of Hawaii). The Project Director is advised by both a steering committee and an advisory committee. The Career Information Center will work with representatives of public and private agencies and educational institutions.

II. Program Design

The Career Information Center will help to identify and seek solutions to problems in the counseling and guidance area. The Center will serve as the hub of a communications network which will help business, labor and educational institutions work toward a common goal. Career information and other pertinent information will be gathered, compiled, synthesized, reproduced and disseminated to schools, educators, community agencies, businesses, libraries and parents.

Hawaii

III. Program Components

Overall Guidance and Counseling Emphasis Including Self-Awareness, Attitudes Toward Work and Career Decision-Making Skills -- The Career Information Center will try to improve guidance and counseling in secondary and post-secondary institutions, thereby freeing counselors to perform tasks which only they are qualified to perform. Solutions to problems in guidance and counseling, career preparation and development will be sought, using student and teacher questionnaires. Workshops and in-service training will include self-awareness, attitudes toward work, and career decision-making skills.

Elementary Career Awareness -- Programs on the elementary level (K-6) will emphasize hands-on experiences, resource speakers, and field trips.

Junior High or Middle School Career Orientation and Exploration -- On the middle school level (7-9) students will be introduced to the world of work. Teachers will project career concepts as they apply to the specific subject areas and resource speakers will be utilized.

Job Preparation in Grades 10-14 -- Career days with resource speakers will be emphasized. Cooperative training will be used to give students practical work experience. Post-secondary courses may be offered to secondary school students and courses may be waived on post-secondary levels for those students who pass an advanced placement test. Career resource centers in school libraries will have such information as resume-writing, preparation for job interview, and how to fill in application forms.

Other -- The Center will publish a monthly newsletter identifying relevant sources of career information. Distribution will be to state and private agencies, educational institutions, and other interested parties. The Center will cooperate with the State Department of Education in developing and implementing a conceptual model for a career development continuum which will provide a state framework and guideline for a comprehensive program and counseling service in vocational guidance and career development.

IV Unique Features

Use of interns from University of Hawaii guidance and counseling majors in actual problem-solving

Involvement and cooperation of different state agencies

Advisory committee and steering committee composed of a wide range of educational, vocational and institutional expertise

STATE AND PROJECT NUMBER:	Idaho V361100
TITLE OF PROJECT:	Bingham County Developmental Career Education Emphasizing Career Awareness, Orientation, Exploration and preparation for the World of Work
PROJECT DIRECTOR:	Dr. Bert W. Nixon Rt. 2 Box 249-A Wilson Building Blackfoot, Idaho 83221
APPLICANT ORGANIZATION:	Snake River School District #52
ESTIMATED TOTAL FEDERAL FUNDS:	$331,487
DURATION:	June 1973 through June 1976

Site Information: Bingham County located in Southeastern Idaho has 5 school districts within its confines, with a population of approximately 30,000 people and 10,000 students. Blackfoot, the county seat, has a population of about 10,000 with the remaining 20,000 living in the rural areas comprising 17 smaller communities. There are 27 schools within the county of which 26 are public and one is a private school.

The Bingham County economy centers around agriculture and processing or agricultural products. The average income is $2,483 compared to $2,401 for the State of Idaho. The county has a small minority population of 29,167, or which 1,046 are Indian, 271 Mexican-American, and 250 of other ethnic backgrounds. The State Employment office lists 2,182 families in the county as disadvantaged.

Description of the Program

I. Administrative Structure

The project will operate under the supervision of an Executive Board made up of the District Superintendents of the five school districts and one School Board of Trustees from each of the five school districts. The project is administered by the Project Director who works closely with the Executive Board and expecially the Superintendent of the school districts. The project staff will include a coordinator of career guidance and a model office teacher and a secretary.

II. Program Design

By the third year, 60% of the students in grades K-12 will be participating or have participated in career awareness, career orientation, career education, and career preparation activities. One hundred percent of existing students

will be placed in a job or further education. In addition, 10% more students in grades 11-12 will be participating in Vocational Education programs.

II. Program Components

Overall Guidance and Counseling Emphasis -- A Coordinator of Career Guidance will be employed to direct this component of the project. All junior and senior high counselors will participate in a four week workshop to retrain counselors in assisting students to develop wise decision-making skills. A mobile career resource van serves the five high schools participating in the project and its schedule will be coordinated by the Career Guidance Coordinator.

Elementary Career Awareness -- Units in career awareness development by elementary (K-6) teachers will be built and tested around the "cluster concept". These units will emphasize the world of work and self-awareness that the students will become aware of himself, his interest and the wide variety in the cluster areas. Career awareness though emphases in the elementary level will continue through the secondary grades.

Junior High and High School Career Orientation and Exploration -- Development and testing of career orientation and exploration units for 7th and 10th grades built around the "cluster concept". A counselor-developed Self-Awareness Guidance Unit will be used in the classroom. Development of Career Exploration Units built or adapted by the teacher will be tested and revised to provide the student with orientation and opportunities for exploration.

Career Preparation -- Consists of providing Vocational Education programs designed for Occupational Skill Training to prepare students for employability as they leave high school, and providing and exiting program for the placement of 100% of students in a job or further education in post-secondary occupational training or a baccalaureate program. Also a Mobile Model Office Occupation van serves the five high schools providing up-to-date enrichment training experience in office practice, in simulated experiences.

IV. Unique Features

Multi-district approach to vocational education programs.

Emphasis on development of positive self-concept to assisting student to develop career-making skills.

Use of Career Guidance Mobile Van

Use of Mobile Office Van

Determine feasibility of an area vocational facility to serve several high schools.

STATE AND PROJECT NUMBER:	Illinois V361068
TITLE OF PROJECT:	Comprehensive Illinois Occupational Education Demonstration Center
PROJECT DIRECTOR:	Ronald D. McCage, Ed. D. Coordinator, Research and Development Division of Vocational and Technical Education 1035 Outer Park Drive Springfield, Illinois 62706
APPLICANT ORGANIZATION:	Illinois Division of Vocational and Technical Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$517,176
DURATION:	July 1973 through June 1976

Site Information: Two sites consisting of elementary, secondary, and community college components were selected via a Request for Proposal process as "demonstration centers" for the project. The project will allow the two sites to select tested research, developmental, and other special programs for implementation into their instructional program.

The sites selected were the Cumberland Unit District #77 and Lakeland College and the Joliet Elementary School District #86, Joliet Township High School District #204 and Joliet Junior College District #525. Cumberland County is located in east central Illinois in a rural setting. The student population is drawn equally from the three rural communities of Greenups, Toledo, and Jewett, and the outlying areas of the district. One hundred percent of the students are bussed to school. While the area is largely rural farming, there are several small industries located in the county. The total population of the county is 9,772, with general unemployment at 5.8% and youth unemployment at 38.5%. Median family income is $7,719. Lake Land College District is composed of parts or all of 11 counties in east central Illinois, including Cumberland County. The ethnic composition of the college district is .4 non-white, or 974 persons.

Joliet, county seat of Will County, is located in the Desplaines River Valley in northeastern Illinois and is 39 miles southwest of Chicago. The Joliet area is a commercial, industrial, and trading center, with cosmopolitan characteristics as well as suburban and urban ones. It has excellent transportation facilities for rail, road, and airways,

which has facilitated its steady growth. Total population of the Joliet area is 82,400. There are about 350 manufacturers in the Joliet area; and industry in the region can be classified as heavy, including production of steel, wire, oil refining, roofing materials, ammunition, and metal items. Many new manufacturers have located in the area with petro-chemicals as the leading growth industry. Unemployment in Will County is 5.4%; youth unemployment is 36.8%. Population of the region has been expanding annually at about 4%. Ethnic groups represented in school enrollments include about 26% black and 7% Spanish. Median family income in the area is about $11,300.

The Joliet elementary school district contains 22 elementary attendance centers, K-5, and 4 junior high attendance centers. Total enrollment is 11,087, with 481 regular teachers and 12 guidance counselors. Joliet Township High School District has 6,455 students, in 3 schools and 1 off-campus site. Joliet Junior College, created in 1902, serves students from three local counties. It has been expanding recently in terms of construction and students. It offers a full range of academic and career education programs. Total enrollment is 6,222, with 117 full-time teachers and 264 counselors, in 1 main campus and 20 satellites.

Description of the Program

I. Administrative Structure

The State-level project director will assume total responsibility for the project, communicate directly with the State Director of the Illinois State Division of Vocational and Technical Education and assist in coordinating project activities with other State agencies. A program coordinator and evaluation coordinator will be utilized in identifying and implementing innovative programs and coordinating internal and external evaluation activities for the project. A Principal Investigator will be utilized full-time to coordinate activities between sites and will work through an internal and external advisory council to assure coordination during the conduct of the study.

At the local sites, in Cumberland a project director will be employed to implement the Demonstration Center. A Project Selection Committee, the Vocational Lay Advisory Committee, a Career Task Force, and project liaison staff for each component will assist the project director. In addition, consultants will be utilized as necessary. Joliet will organize an Administrative Steering Committee, and an advisory committee will also be appointed with teachers, students, and other personnel to assist in operations of the project.

II. Program Design

During the first two years of the project, students, teachers and administrators in the two sites will be involved in incorporating many different kinds of solutions, innovations or contributions into their education systems. During the third year of the project, the two sites

will act as demonstration centers and offer on a State and national level opportunity to observe firsthand the results of funding special projects under contractual agreement and to provide potential users with a basis for assessing the adaptability, the feasibility, and the utility of a variety of innovations related to vocational and/or career education. The demonstration center technique is a viable attempt to move innovations closer to the potential user.

Cumberland will supplement its present programs of career awareness and exploration through implementation of newly developed activities in those areas, will provide orientation to and training in occupations that will enable students to enter the world of work or continue their education, will evaluate the effectiveness of vocational education programs through systematic followup, and will demonstrate the significance and relevance of vocational education programs. A comprehensive occupational education demonstration center will be established to support and enrich the academic curriculum and make general education experiences more meaningful to the student. Cooperative work experience programs will be provided for potential dropouts; a comprehensive evaluation of the total vocational program will be developed; and a systematic followup system will be established. Finally the project will enable students to make up academic deficiencies so that they can become admitted to occupational training.

Joliet will plan, implement, and demonstrate model career awareness, career exploration, guidance, placement and followup programs; a model occupational and technical education program; a model career articulation program; a model system for utilizing community resources; a model system for operating community classrooms in business, industry, and service agencies and using their employees as teachers; and a model program to identify the career education needs of handicapped and gifted students, students from diverse ethnic and cultural groups, and students from a wide range of socioeconomic backgrounds. Its focus during the first year will be to develop a demonstration model providing that several school districts (elementary, high, and junior college) can collectively plan and implement a comprehensive occupational program to serve the total education needs of a community (K-adult).

Both sites will carry out selected career education programs and activities developed under earlier research and development contracts in Illinois. Twenty-four possible career education programs to be implemented were offered to districts interested in participating; both Joliet and Cumberland had already implemented much of the previous work and will develop their current efforts and extend their programs into new areas under this project.

Illinois

III. Program Components

Elementary Career Awareness, K-8--In Cumberland, the project will further implement the OCCUPAC program developed by Dr. Marla Peterson at Eastern Illinois University. Dr. Peterson will provide consultant services to the project. A modified Vocational Information Program will be implemented, utilizing videoequipment to develop tape programs of local community career education resources and occupational information about the local vocational education program. The Career Education Resource Laboratory at Eastern Illinois University will provide career information for a ten-county area including Cumberland.

Joliet will implement Project ABLE (Authentic Basic Life-Centered Education), a K-8 career awareness program developed by Dr. Walter Wernick of Northern Illinois University; Project Joliet, a locally developed career awareness program attempting to extend the classroom into the community and the community into the classroom.

Secondary Career Preparation, Grades 10-14--Cumberland High School will introduce the Work Experience and Career Exploration Project (WECEP) for 14-15 year-olds who are potential dropouts. The Eastern Illinois University Career Resource Laboratory will provide resources and support for introducing and adapting C.V.I.S. (Computerized Vocational Information System) to the secondary program in Cumberland. New developments will be made in the consumer education program. The Curriculum Clusters in Five Occupational Areas program will be implemented for grades 9-10, providing students with opportunity to explore indepth in early senior high grades. The Illinois Occupational Curriculum Project is being proposed for implementation. At Lakeland Junior College, there would be an emphases on organizing existing courses into an integrated program called "Develop A Preparedness." New materials for technical mathematics with auto-tutor diagnostic methods for students having difficulty in the area will be developed, and the Technical Physics program will be implemented.

Joliet will implement WECEP for its potential dropouts in senior high school, the junior high having already implemented it, and CVIS for grades 6-14, including the junior college. The project will involve expanding SIVE (System for Individualizing Vocational Education) in grades 9-14 in each of the five occupational areas at the high school and junior college. Curriculum clusters in applied biological and agricultural occupations; business, marketing, and management occupations; health occupations; industrial-oriented occupations; and personal and public service occupations would be established for grades 9-10 by modifying existing equipment and facilities except for health occupations where new facilities would have to be designed. For grades 9-14 the Illinois Occupational Curriculum project, which was developed in Joliet Junior College, will be fully implemented in the high school district, and consists of management strategies

related to typical program planning and evaluation problems in occupational education. A nucleonics course developed to prepare students as radiation technologists will be implemented at the high school level. Consumer and homemaking education will be expanded for demonstration purposes in the high school and junior college levels. Many of the career education programs developed in Illinois by grants from the State Department have already been adopted by Joliet. This project will serve to expand some, as mentioned above and to extend into new ones not yet undertaken.

Placement and Followup--A research-developed program for followup of students will be implemented in Cumberland and is already in operation at Joliet.

IV. Unique Features

1. Explicit demonstration of prior research and development work funded by State research division.

2. Implementation of numerous innovative career education programs, such as OCCUPAC, CVIS, ABLE, and management systems to assist administration.

3. Demonstration in urban/suburban site and rural site.

4. Identification of career education needs of different ethnic, socioeconomic, and gifted and handicapped groups.

STATE AND PROJECT NUMBER:	Indiana V361182
TITLE OF PROJECT:	Career Development and Meaningful Exploratory Experiences to Middle School Students in Southern Indiana Utilizing Mobile Design Educational Units.
PROJECT DIRECTOR:	Don K. Gentry, Director Division of Vocational Education Room 1012, State Office Building Indianapolis, Indiana 46204
APPLICANT ORGANIZATION:	Indiana State Board of Vocational and Technical Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$598,807
DURATION:	June 1973 through May 1976

Site Information: The project will serve a sixteen-county area in southwestern Indiana, including 38 school corporations. The socio-economic nature of the area covered by the project has several distinct characteristics. The counties covered represent the lowest average per capita income in the State of Indiana. Many of the young people are unaccountable on census data and school enrollments due to migration between Indiana and Kentucky. It has been analyzed that some individuals in this area are as culturally deprived as those in the urban ghettos. Many of the areas have been classified as economically deprived and qualify for Title I assistance.

The major features of the economy are based on agriculture and small industry. Many of the available jobs are classified as semi-skilled occupations. Manufacturing relates to furniture, boat building, engine rebuilding and governmental operations in the area. Public services, recreations, business and distribution are representative of other occupations. There are also many individuals traveling to Evansville, New Albany, Jeffersonville, Louisville, Vincennes, and Bedford cities for employment.

Enrollment in the 38 school corporations in southwestern Indiana totals 116,370 students, representing 9% of Indiana's school enrollment. There are 110 schools that will participate in the first year, reaching about 19,000 students.

Description of the Program

I. Administrative Structure

The project will be administered under a Project Director who will be responsible to the State Director of Vocational Education and the State Board of Vocational and Technical Education. Project staff includes six career education specialists,

one materials development technician and three secretaries. Consultative services and lectures will be available. The staff will be working with the thirty-eight school corporations involved in the sixteen county area.

A Career Education Advisory Council will be created to help establish direction and ideas for the project. Individuals from the community, business and industry will be involved in presentations, advisory committees, functions and providing resources to the operation of the project. The Southern Regional Service Center, Indiana State Department of Public Instruction, will provide space to house the career education staff. The Center will serve as base of operations, offices for consultants, and a materials development center. Inclusion of the expertise of existing staff consultants of the Southern Office will contribute to the total operation of this project.

II. Program Design

The primary mission of the project is to initiate career education programs (K-12) in southern Indiana upon the completion of the three-year period. The level to which the project will enter the school systems during that first year would be through junior high programs. In the two succeeding years target groups would broaden to include elementary and secondary levels. In-service education would continue to be a part of the total project. However, it should be emphasized that the project will focus on implementing career development and meaningful exploratory experiences for the students in southern Indiana.

Through the employment of individuals specialized in career development techniques, the project will provide assistance to the school corporations. Two self-contained mobile units will be utilized, providing means of transportation, laboratory space, and storage for hardware. The project base will be the Southern Regional Service Center, as mentioned above. An emphasis will be placed on joint efforts by schools to unify their career education activities and utilize all available resources. A three-phase approach will be used in program development: orientation and inservice education, demonstration -- application in the classroom and technical assistance. A model of how career education will fit into rural settings will result from the project.

III. Program Components

Junior High or Middle School Career Orientation and Exploration -- The first year of the project will be aimed at the junior high or middle school which appears to be one of the most critical for career orientation and exploration. Two mobile units containing a variety of resources under the supervision of Project Staff will circulate among the participating school corporations.

Elementary Career Awarenss -- During the second year an additional direction would be assumed in the project towards the elementary level. The third of the four potential mobile units would be equipped to aid in career development activities at the lower grade levels.

Indiana

Job Preparation in Grades 10-14 -- In the third year of the project, the 4th mobile unit would be equipped as an extension of the area vocational program throughout southwestern Indiana. Its role will be to supplement what now exists in vocational education and that which will be developed by the Division of Vocational Education as a part of the continuing and developing program in that section of the State. The developing secondary vocational program will be happening concurrently with this three-year exemplary project with precision timing for the specialized training of the students. During this developmental period a variety of programs will be suggested. Interdisciplinary Cooperative Education programs, auxiliary programs such as candy stripers, future teachers or cadet teachers, programs designed to release students so that they might shadow someone on a job of their interest are examples of a few. It is also feasible to set up short term training programs within the mobile units themeselves to supplement offerings available in the area programs. This would be very appropriate because of the nature of the small rural communities being served and the versatility the unit would offer.

Placement Activities -- This project will address itself to the problems of placement which will be especially crucial in that area of the State. Placement specialist in each community will be identified. One of the Center's staff will serve as placement coordinator. The mobile unit will serve as a "placement service on wheels" and be available for use by students and program graduates. It will also serve as a contact point for potential employers and employees. At any given time job information and openings in surrounding areas would be made available through the project headquarters and the mobile unit.

IV. Unique Features

Initiation of a career orientation and exploration at junior high/middle school

Expansion of program to include elementary and senior high school during second and third years

Encompasses a sixteen county area with thirty-eight different school corporations involved

STATE AND PROJECT NUMBER:	Iowa V361175
TITLE OF PROJECT:	Comprehensive Career Curriculum
PROJECT DIRECTOR:	Richard L. Gabriel 1800 Grand Avenue Des Moines, Iowa 50307
APPLICANT ORGANIZATION:	Des Moines Independent Community School District
ESTIMATED TOTAL FEDERAL FUNDS:	$413,265
DURATION:	July 1, 1973 through June 30, 1976

Site Information: Des Moines is Iowa's capital with a total school district population of approximately 209,209. The Des Moines School District includes 53 elementary schools, 14 junior high schools, and 6 senior high schools, of which one is Iowa's only vocational technical high school, for a total public school student population of 43,083. Included in this population are 1,226 students that are enrolled in special public schools for physically, mentally, or emotionally handicapped students, students enrolled in specific programs, and students in Special Education programs. Located in the district are 13 catholic parochial schools and 6 other church affiliated schools with grades K-8. A parochial high school is located in the West Des Moines School District. The Des Moines schools are typically urban in nature with some schools on the perimeter of the district taking on some characteristics of suburban schools. Approximately nine percent of the public school students are from ethnic minority families. The average family income as reported in the 1969 census for Des Moines was $10,239, with approximately 46% of the families in Des Moines below this figure. Aside from Des Moines being the headquarters of all state agencies the businesses are primarily insurance and printing with little heavy industry. The estimated number of disadvantaged and handicapped being served by the comprehensive career curriculum project is 3,643 students.

Description of the Program

I. Administrative Structure

The project will operate under the supervision of the Superintendent, coordinated with the Career Education Division of the State Department of Public Instruction, the County Board of Education, and City of Des Moines. The project director will be responsible to the Directors of Elementary and Secondary Education and work with all supportive service directors and their appropriate staffs. The project staff will include a full time director and secretary plus other part time existing administrative staff as needed to carry out the objectives of the project.

Iowa

II. Program Design

By the end of the third year of the project all students in grades K-12 will be participating in career awareness, exploratory and preparation activities. In addition students in special programs and special education will become involved in Career Education activities. As part of the project those students desiring to pursue a career requiring additional education will be able to articulate into the Des Moines Area Community College with credit given for their high school curriculum.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills--A guidance study started in 1970 revealed that the district might well make better use of guidance personnel through different organizational procedures. As a result of that study, the East Area Guidance Project was started in 1971. This program uses differentiation of staffing to provide vertical articulation of guidance services K-12. A goal of the school district is to extend this organization for career guidance throughout the district. The attendance areas selected for early implementation include those schools that serve the Community Development Agency's six prime service areas. A second activity in this component is the continuation and updating of the Career Interest Survey. This survey was implemented this year as a joint effort with the Des Moines School District, Explorer Division of the Mid Iowa Council on the Boy Scouts of America, and Polk County Board of Education. This survey is administered to 18,000 students in grades 7-12. The computerized results of this information is used to assist junior and senior high counselors to design career education activities, field trips, resource speakers, etc., assist the students with their future educational planning, and provide a planning base for new program development. A third activity is the development of multi-media centers for career education materials within each of the twenty secondary schools. The selection and use of instructional materials in these centers will be based upon the requirements of career education programs and guidance services needed by school pupils.

Elementary Career Awareness--In 1971-72 a planning committee of elementary teachers and principals reviewed various materials and elected to revise and adapt the elementary materials from Maryland. A pilot project in nine elementary schools was conducted during 1972-73 with emphasis on developing career awareness and self-awareness. In the summer of 1973 the teachers from the pilot schools developed a Planning Handbook to assist other elementary schools in implementing career education.

Junior High or Middle School Career Orientation and Exploration--During 1972-73 the program thrust selected by a junior high school committee was to develop broad exploratory programs or unit of instructions for each of the fifteen occupational clusters as described by the U.S. Office of Education. Curriculum ideas were developed in the summer of 1973 in six of these clusters by teachers and business and industrial personnel. During the three year project all 14 junior highs will implement a minimum of four programs or units of instruction that meet the needs of their students.

Iowa

Job Preparation in Grades 10-14--During 1973-74 planning for this component will take place but in general, the thrust of the program at senior high school level will be to develop in-depth exploration experiences of sub-clusters within the fifteen occupational clusters as described by the U.S. Office of Education. In the high schools exploration and skill development will, for the most part, be attained through laboratory and/or cooperative work experience. Additional skill training experiences will be possible for pupils through an option to attend Des Moines Technical High School beyond the tenth grade on a full or part-time basis. The Des Moines Technical High School is a specialized attendance center which offers vocational education in twenty-six core areas. Full time attendance is optional to all pupils within the district and is available on a tuition basis to pupils from adjacent school districts. Project goals for Tech High include the updating of existing programs through the activation and use of advisory councils for curriculum revision and equipment replacement. New programs will be developed to complement the present school offerings.

The Des Moines Idependent Community School District presently provides two centers at which school drop-outs may pursue additional educational experiences and may graduate from high school. It is the district's goal to provide career education activities at these centers to better serve out-of-school youth. This will be accomplished through program development with respect to the fifteen occupational clusters as in the junior high and senior high schools. Work experience education programs will be emphasized. Additional career education services will be provided through arrangements with Tech High School, the Area Community College, and occupational training programs in the private sector. Career evaluation and assessment services will be available through the Career Evaluation Center at the Des Moines Area Community College.

The Des Moines Area Community College and the Des Moines Independent Community School District will cooperate to design vocational programs that provide learning continuity for pupils. As the high school programs are developed pupil needs for training beyond the twelfth grade will be identified. Area school staff will work with the high school staff to plan program articulation through the development of challenging exams.

Placement Activities--In 1970 the Des Moines Independent Community School District started a "career placement and followup program." The program originally proposed to place Tech High pupils and graduates in full and part time entry level jobs. It is a goal of the district to extend those services to the total district and assure that every student who leaves the institution is placed in a job or in continuing education programs. In addition, the service would assist school pupils in finding summer employment and part time work. In order to coordinate these services for the entire district, it was necessary to develop a "career placement center." This center will provide the services listed above along with identifying and filling job opportunities that are available in the community. It is hoped that this center can be coordinated with the other agencies in the community involved in placement. The services of the center would be

available to pupils while they are enrolled in the school, upon graduation, and for a period of time after graduation. The successful continued development of career education programs and career guidance activities will be contingent upon information derived from former recipients of the services. Another function of the career placement center will be to conduct a student followup survey each two years.

Other--The Des Moines Independent Community School District operates special educational programs for the educational mentally retarded, trainable mentally retarded, and the physically handicapped. It is the intent of the project to plan and develop a center for career training for handicapped pupils who do not fit into regular school programs. This center will provide occupational assessment and evaluation for handicapped pupils, sheltered workshop experiences, job training both within and outside the school district, job placement and followup. Career guidance activities will include the pupil, his parent, and potential employers.

IV. Unique Features

Expansion of the number of vocational youth organizations and the improvement of student participation in these organizations through the use of handbooks developed by project staff.

Special arrangements with cooperating colleges and universities for inservice activities that will contribute toward graduate credit and recertification requirements for teachers.

A comprehensive public information and communications campaign.

A career education center for the handicapped.

Career education centers and activities for out-of-school youth.

STATE AND PROJECT NUMBER:	Kansas V361179
TITLE OF PROJECT:	A Consortium - Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions
PROJECT DIRECTOR:	Wilbur A. Rawson, Supervisor Exemplary and Special Needs State Department of Education 120 East 10th Street Topeka, Kansas 66612
APPLICANT ORGANIZATION:	State Board of Education 120 East 10th Street Topeka, Kansas 66612
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c):	$390,501
DURATION:	June 1973 through May 1976

Site Information: This project is operating in two school systems located in East Central and Southeast Kansas. Emporia and Pittsburg are cities of approximately 20,000 population and each has a state teachers college; they are 100 miles apart. Both cities are considered suburban in nature and serve a large rural trade area. The two colleges supply 30% of the elementary and secondary teachers for the state.

Emporia Component. Emporia has six elementary schools, one middle school (6-9), one high school and one area vocational technical school. There is one parochial school in Emporia. The district has a student population of 4,300 including 375 in the AVTS and 200 in the parochial school. Emporia has approximately 5% non-white population. Approximately 14% of the student population is considered disadvantaged and 20% of the vocational students are identified as disadvantaged. Considerable industrial development has taken place in the past few years. Approximately 60% of graduating seniors enroll in a post-secondary program.

Pittsburg Component. Pittsburg has six elementary schools, two junior high schools, one senior high school and one parochial school. There are 3,300 students in the public schools and 350 in the parochial school. The Pittsburg schools have a high percentage of culturally and/or economically disadvantaged youth. Their school dropout rate is above average for the state. Pittsburg is located in Southeast Kansas in an area considered as economically depressed. The city has attained a stable population. Approximately 7% of the population is non-white and 16% of the population does not have a high school diploma. Approximately 20% of the population are considered disadvantaged. Pittsburg State Teachers College has a strong vocational department, produces vocational education teachers for the state, and has a high quality two-year program.

Kansas

Description of Program.

I. Administrative Structure

This project operates under the joint supervision of the administrator for Exemplary programs and the director of EPDA for the Division of Vocational Education in the State Department of Education.

There is a project director at each local site who is responsible for carrying out the determined activities of the program. At Emporia the project director is responsible to the director of Federal programs who in turn works directly under the superintendent. Elementary coordinators are included on the staff. The Pittsburg project is directed by the assistant superintendent, one sixth of whose salary is paid from project funds. A secondary and an elementary career education coordinator are full time employees of the project and report to the assistant superintendent. The project staff also includes guidance and placement personnel. In the Emporia project, the elementary coordinator is a certified elementary counselor. Each project has an active advisory council. One day each month has been established for the project directors and staff of both projects to meet together with the State Department Career Education task force to provide a communication link between the State Department and the two project components.

II. Program Design

Through intensive in-service training of personnel, awareness, exploration, and preparation activities will be available to all students in the two school systems. In addition the teacher colleges in each of the two cities will develop career education teacher preparation programs and utilize as laboratories the local school settings for preparing these future teachers. Each of the two school settings in this project have developed comprehensive sequential programs for the three years of operation.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Many guidance materials, especially focusing on self-development, are being utilized by teachers in both districts. The major emphasis at the elementary level in each project is the self-awareness and self-development. All counselors in both districts are involved in this project, especially through in-service involvement.

Elementary Career Awareness -- All elementary schools in the two cities will have teachers from K-7 grades involved. Through films, field trips, resource persons, and personal interviews students will learn of careers and the relationship of school to these careers. Career concepts will be interwoven into the units of study of all subjects. The elementary career guidance counselors will work with all elementary teachers in implementing career education.

Kansas

Junior High or Middle School Career Orientation and Exploration -- Each school will provide exploratory experiences for several clusters of career areas at the junior high level. The LACP program will be implemented at each school as well as careers exploration programs for home economics, health, and business careers. Special career education activities will be initiated for handicapped students and students with special needs.

Job Preparation in Grades 10-14 -- Each program has a strong job skill preparation component. Emporia will increase utilization of the area vocational technical school for skill training programs for secondary students. Pittsburg will initiate a combination cooperative type vocational program and develop additional regular vocational programs to provide expanded educational opportunities for students.

Placement Activities --Both schools will provide placement and job opportunity services for all students. The two schools each have employed a placement coordinator. The Pittsburg placement coordinator has a guidance background. The Emporia placement coordinator works with the high school work experience credit program (not a regular vocational program) and also in helping students find part-time employment. Each school will have available from the State Employment Service information on job opportunities. The Pittsburg component will provide special services for the disadvantaged/handicapped students in their community.

IV. Unique Features

The involvement of the teacher colleges to provide pre-service teacher training programs in career education.

The provision for a special placement person for students.

The coordination of the two schools career education activities with the State Department of Education.

Provisions for expanded uses for an area vocational technical school.

STATE AND PROJECT NUMBER:	Kentucky V361189
TITLE OF PROJECT:	A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region
PROJECT DIRECTOR:	John D. Jenkins Eastern Kentucky University Richmond, Kentucky 40475
APPLICANT ORGANIZATION:	Eastern Kentucky University
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$431,784
DURATION:	July 1973 through June 1976

Site Information: Project activities will take place in Fayette County, Kentucky (Lexington area) and at Eastern Kentucky University, Richmond, Kentucky. The public school activities will take place in Fayette County and will support professional educator development activities which will originate at Eastern Kentucky University. There are 31 elementary schools, 10 junior high schools, 4 high schools, 1 secondary vocational school, and 1 post-secondary vocational-technical school in Fayette County. While the project strategy is designed to diffuse career education to all of the schools, 2 elementary schools, 1 junior high school, 1 high school, and the vocational schools will serve as pilot schools for the first two years. Lexington is the second largest city in Kentucky and has been known for the breeding of outstanding thoroughbred horses and as having the largest burley tobacco market in the world. The population exceeds 174,000 and has experienced a 32% growth between 1960 and 1972.

Description of the Program

I. Administrative Structure

The project will be a cooperative effort involving Eastern Kentucky University, Fayette County Schools, and the Central Kentucky Vocational Region. Each institution while contributing to the achievement of the project goals, will maintain its autonomy. The project director is a member of the Eastern Kentucky faculty. Three additional project staff members, a secondary career curriculum specialist, a junior high school career curriculum specialist, and an elementary school career curriculum specialist, are members of the Fayette County Schools' staff and, beyond their achieved leadership status, they have been assigned supervisory leadership status.

II. Program Design

The project has two major thrusts. The first is to institutionalize career education in the Fayette County Public Schools and the Central Kentucky Vocational Region. The second is the development of in-service and pre-service teacher education programs to support career education. During the first two years, primary efforts will be directed at implementing career education activities in a pilot attendance area

(2 elementary schools, 1 junior high school, and 1 high school). Concern will be given to developing a cadre of professionals that will assist with the diffusion of career education to other schools in the school district. Parelleling the efforts in the schools, teacher education programs will be developed.

III. Program Components

Components of major concern were identified to yield a development sequence of experiences for students and to provide systems for preparing professional educators to function in schools that place emphasis on career related education. The components are:

Overall Guidance and Counseling Emphasis Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Guidance and counseling related activities will be included in all aspects of the projects. Emphasis will be placed on helping student gain sufficient knowledge of themselves and about their life opportunities to make meaningful decisions about their futures. This will be accomplished by providing experiences throughout the school program which will be planned to approximate the developmental and individual needs of the students. While guidance and counseling personnel will actively participate, all school personnel will be concerned with providing guidance and counseling emphasis.

Elementary Career Awareness -- Elementary schools have primary concern with the career awareness component, but it is recognized that awareness should be a concern to all educational levels. Both instructional and guidance inputs will be included in the elementary schools.

Junior High or Middle School Career Orientation and Exploration -- Junior high schools will place major emphasis on providing experiences that more nearly resemble real working world situations than the vicarious experiences that are demonstrated in the elementary schools' awareness activities. This will be accomplished through intensive observation and realistic simulation of occupationally related situations.

Career Preparation in Grades 10-14 -- The primary focus of high school (grades 10-12) activities will be directed at career decision making and placement. All departments in the high school will be involved in activities by relating their subject matter to clusters or sub-elements of clusters. A twelve-week phased elective program in grades 10-12 will provide the opportunity to meet multiple career aspirations of students. A major element of the high school will be the use of the community "as a learning center." Students will have the opportunity to engage in several differnt kinds of experiences such as paid work experience, cooperative education programs, independent study activities, and community service programs. These programs will serve as expanded exploratory experiences for some students and as initial job preparation for other students. In addition, vocational education opportunities currently available to students will be expanded to closely meet student demands in both quantity and diversity.

Kentucky

A variety of post-secondary education options will be available to students. The three institutions cooperating with the project offer post-secondary programs. The Fayette county School administer the largest and most extensive adult education program in Kentucky, the Central Kentucky Vocational Region is responsible for the area post-secondary vocational-technical school, and Eastern Kentucky University offers a variety of two-year programs as well as a wide range of collegiate programs. In addition, the project will work with other public and private institutions in the area. Concern will be given to such diversity of options, and increasing the number of applicants accepted.

Placement Activities -- Placement activities will be a major function of the guidance and counseling component and will include assisting students with placement in part or full-time jobs before graduation, or placement in various post-secondary educational institutions. Placement procedures will be done in cooperation with local employment agencies, business and industry, and cooperative education teachers. Student follow-up and feedback will also be a concern of the guidance component.

Other -- A unique and significant component of the project is the establishment of both inservice and preservice teacher education systems that will yield professional educators qualified to function in career education situations. While Eastern Kentucky University will assume the responsibility for this activity it will be articulated so that local school districts and other institutions will be able to use the knowledge.

IV. Unique Features

Cooperative efforts among autonomous institutions

Development of the total system of career education

Use of the Community as a learning center

The development of pre-service and in-service teacher education programs concurrently with other project activities.

STATE AND PROJECT NUMBER:	Louisiana V361047
TITLE OF PROJECT:	An Exemplary Program for Career Education
PROJECT DIRECTOR:	Gertrude Enloe, Director Research Coordinating Unit Louisiana State Department of Education Box 44064 Capitol Station Baton Rouge, Louisiana 70804
APPLICANT ORGANIZATION:	Louisiana State Department of Education Box 44064 Capitol Station Baton Rouge, Louisiana 70804
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c)	$456,306
DURATION:	June 1973 through June 1976

Site Information: One pilot site and three subsites were selected in Natchitoches Parish, a rural area with a population of about 35,000 with a black minority group comprising 30% of the population. The income of 38% of all families is below the established poverty level. The average per capita income of families in the parish is about $1,800. Unemployment in the parish has been consistently higher than it has been in most other parishes in Louisiana and, also, higher than the national average for rural areas. The percent unemployed during the last two years has averaged 21%. The selected project site, representative of urban and rural areas, serves about 3,000 students, or about one-third of the total parish student population. At each of these subsites there are either two or three sites which make up a pilot K-12 complex. Also serving these sites are two trade schools, the Natchitoches Trade School and the Central Area Trade School, and one university, Northwestern State University.

Description of the Program

I. Administrative Structure

The administration of this project will involve personnel from the Louisiana State Department of Education, Natchitoches Parish School System, Area Vocational-Technical Schools, Northwestern State University, and a State Task Force for Career Education. Under the supervision of the Director of the Bureau of Vocational Education for Louisiana State Department of Education, the Director of the Research Coordinating Unit, Louisiana State Department of Education, will be responsible for the ongoing administration and direction of the project. At the project site, the activities will be coordinated by a site coordinator who will work closely with the Natchitoches Parish School System, the Area Vocational-Technical schools, the Northwestern State University and the Community.

Louisiana

II. Program Design

All students at the three subsites will be at least minimally involved in the program through direct student-counselor interaction or through indirect student-teacher interaction. About one-third of the total parish population is served by the pilot schools (i.e. about 3,000 students). About two-thirds of these students in the pilot schools will be extensively involved during the first year of the project (i.e., about 2,000 students). All students in the pilot schools plus students from other schools in the parish will be involved during the second year of the project. During the third year all students in the parish will be extensively involved in the program and each school will have trained personnel to maintain and continually improve the program.

III. Program Components

Overall Guidance and Counseling Emphasis -- To train students in "career achievement skills", including interpersonal, problem solving, and program development activities, is one of the objectives of this project. Key Northwestern University personnel and key Natchitoches Parish School system personnel (40 elementary teachers and 11 administrators) will be trained to train others in these skills. The guidance and counseling component will be interwoven into the program for each grade level K-12, encompassing the development of attitudes toward work, self-awareness, and career decision-making skills. Profiles will be developed on each student beginning in the 7th grade. This profile will give the counselor information necessary to aid the student (and parents) make critical decisions which must be made in junior and senior high school

Elementary Career Awareness -- The program will be designed to increase the career awareness of elementary school students in terms of the broad range of opportunties open to them in the world of work. In-service training will prepare teachers and principals in refocusing the elementary subjects around a career development theme. A complete fusion of Career Education into the educational system in Natchitoches Parish will begin in the elementary grades.

Junior High Career Orientation and Exploration -- Introduction to the World of Work will be developed in the expansion of existing Pre-Vocational programs at the three pilot junior high school in the project. Expansion of the program will enable the inclusion of 158 students at the urban pilot junior high, and twenty additional students at each of the two rural junior high school levels. These exploratory programs will be in the fields of construction, power mechanics and basic electricity. Additional orientation and exploratory experiences will be offered in the specific services of house care, food management, and child care.

Job Preparation in Grades 10-14 -- This program for students in grades ten through twelve will be designed to provide job preparations in a wide variety of occupational areas with special emphasis on the utilization of work experiences. These work experiences will be made available to more students through expanded interest-based curriculum offerings in which real life work experiences are related to academic

programs. Emphasis will be placed on the expansion of entry-level skill training programs. Interest-Based Curriculums will be developed in the areas of contruction trades, basic electricity, house care, food management, and child care. This will be a cooperative effort utilizing English, math, and science teachers. The effectiveness and success of this project model will be reflected in curricula changes which will result in the infusion of career education concepts in all subject matter areas. Progression programs will be planned for each student in grades 10-12 to take advantage of the program offerings in the nearby technical schools and unversity.

Students requesting college, trade school, or other will be assisted in making plans for entry into these institutions.

Placement Activities -- An in-service training program will be held for all guidance counselors in the parish. At this meeting plans will be made for the registration of all senior students. These students will be registered on an individual basis with a counselor's guidance. The registration cards will either be locally developed or adopted from existing placement programs. Some items of information to be included on the registration form are achievement levels in basic skills, attendance history, family resources, individual skills, interests, hobbies, and work experiences. A space will be provided for counselor evaluation and comments.

A list of all business concerns in Natchitoches Parish will be compiled from such sources as the Chamber of Commerce, tax records, and Natchitoches Committee for Industrial Development. These business will be mailed a letter informing them of the placement service and asking them to register any job openings with the placement officer. Follow-up visits will be made to as many businesses as possible. If a business submits a job opening, a review of student registration forms will aid in the recommendation of one or more students for the job. When a students requests a job and no business opening is on hand, reasonable effort will be made to locate a job for him.

Other -- This exemplary project will be a model, designed for an urban and rural area, in the statewide career education program.

IV. Unique Features

Secondary/post-secondary/higher education articulation

Community involvement

An integral part of a statewide career education thrust

STATE AND PROJECT NUMBER:	Maine V361112
TITLE OF PROJECT:	REVAMP - Revitalize the Vocational and Academic Programs Through Career Education
PROJECT DIRECTOR:	George H. MacLeod Assistant Superintendent 130 Westcott Road South Portland, Maine 04106
APPLICANT ORGANIZATION:	Board of Education South Portland, Maine 04106
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$339,019
DURATION:	July 1973 through June 1976

Site Information: South Portland is a suburban community with a balance of industry and housing. It has no ethnic group concentration and an approximately 95% white population. Seven of the thirteen elementary schools meet the Title I definition as to the disadvantaged classification. A high school enrollment of 1143 and two junior high schools enrolling 1418 combine with 2901 elementary students for a total South Portland school population of 5462, of which 67%, or 3667, will participate in this project. In addition, at least 50 out-of-school youths will receive services through the project.

Description of the Program

I. Administrative Structure

The Assistant Superintendent of Schools, Secondary, who reports directly to the Superintendent, will serve as Director of this Project. He will devote twenty percent of his workload to this assignment. An Assistant Director, with no other duties, will carry out the objectives of this Project and will have a project staff of: one Guidance Director, three Curriculum Coordinators, seven Counselors, and three Guidance Assistants. The assistant project director will coordinate all project activities. He will work with the Director of Guidance, the elementary curriculum directors and the project elementary curriculum coordinator, the secondary-level department chairmen and the project secondary-level curriculum coordinator, and will head a vocational steering committee to coordinate the vocational activities of secondary students. Continual efforts will be made to coordinate with Southern Maine Vocational-Technical Institute and the University of Maine at Portland-Gorham. An advisory committee will be established that includes an elementary teacher, a secondary teacher, representatives from the University and Vocational-Technical Institute, a high school student, a parent, representatives from a civic group, labor, and business and industry.

Maine

II. Program Design

The overall project provides each participating student in grades K-14 developmental activities beginning with self-awareness, awareness of the world of work in K-6, orientation and exploration grades 7-9, preparation and placement grades 10-12, with the opportunity in grades 13-14 to supplement or recycle through any of the necessary procedural steps.

The project is designed with two major components: Guidance and Curriculum. The Guidance component is designed to provide expanded service in the areas of placement, Career Education Resource Center, use of community resources, and surveying and follow-up studies. The Curriculum component is designed so that math, social studies and English academic course offerings will be developed which will focus more on career development and will better compliment vocational courses.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Career education service centers will be established at each of the junior high schools and senior high schools. These will be developed and maintained by the guidance department and staffed by project guidance assistants. This will free counselors for more group and individual counseling. The high school center will also provide placement services. All guidance personnel will be trained as a differentiated staff, with the professional staff emphasizing counseling and guidance assistants receiving vocational information. A fourth counselor will be added to improve availability of guidance services.

The Guidance Department will also coordinate efforts to better utilize community resources in assisting students to obtain pertinent career information as well as job training opportunities.

Elementary Career Awareness -- An experienced South Portland teacher will be given a leave of absence from his classroom and become the elementary curriculum coordinator. Emphasis will be placed on curriculum development; a sequential plan of developing units of studies in career awareness appropriate to the grade level will be completed by the elementary curriculum coordinator, teachers from the four project elementary schools, and the elementary curriculum directors. Extensive inservice training will be provided to elementary teachers. Program emphases will include self-awareness, awareness of the world of work, and development of a work ethic.

Junior High Career Orientation and Exploration -- In grades 7 and 8 students will examine each of the 15 U. S. O. E. clusters of occupations. A differentiated guidance staff will provide expanded career education services and supportive materials to teachers. Specific activities will include field

trips and use of audiovisual materials in the junior high career education center. Each student will complete an analysis work sheet of his or her interests and abilities near the end of grade 8. Career exploration will be placed in grade 9 so that students will be better equipped to make preliminary career decisions prior to academic and pre-vocational course selections in grade 10. Exploration will focus on at least three occupational taxonomies, with both observation and hands-on experience available in business and industry, school laboratories, area vocational centers, and school classes. A junior high teacher will be released to develop career education materials for infusion into the curriculum. Orientation and inservice trainings will be offered to all junior high teachers.

Job Preparation in Grades 10-14 -- Opportunities will be made for students to spend time, if needed, in career awareness, orientation, and exploration activities. Academic and vocational course offerings will be redesigned to better equip students for career preparation. Two new prevocational courses will be offered in cooperative work-study and distributive occupations. The guidance department will provide comprehensive testing and will coordinate field trips, work experience, and occupational information materials to follow-up on student interests in a personalized fashion.

Mini-courses may be developed to be taught in the cluster areas to supplement the practical experiences gained through work experience.

All available high school guidance services will be offered to out-of-school youths. Services such as career orientation, career exploration (in small groups or individual basis), opportunities for internships, on-the-job training, and job placement will be offered in addition to opportunities to complete requirements for a high school diploma.

Placement -- A placement service will be established in the high school career education center to provide the students with placement opportunities in part-time, summer and full-time jobs.

IV. Unique Features

Differential Guidance Staffing

Career Education Service Center

STATE AND PROJECT NUMBER:	Maryland V361019
TITLE OF PROJECT:	Career Education
PROJECT DIRECTOR:	Robert V Jervis Coordinator of Career Education Area I Administrative Office First Avenue and A Street Glen Burnie, Maryland 21061
APPLICANT ORGANIZATION:	Anne Arundel County Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$451,921
DURATION:	July 1973 through June 1976

Site Information: The Anne Arundel County School System is one of the twenty-four public school systems in Maryland, and it is one of the sixty largest school systems in the country. It borders on Baltimore City on the north where it reflects the economy and occupations of a large urban area. It extends into the largely rural area south of Annapolis. Thus, the county includes rural, suburban and urban communities. Centered within the rapidly growing Baltimore-Washington metropolitan area, Anne Arundel County has undergone tremendous changes created by a population explosion. The county's 77,000 students are served by 76 elementary schools, 19 secondary schools and five special schools. Approximately 2,000 students are also enrolled in the two-year, tax-supported community college. The county's school system is divided into four administrative areas and the focus of the project for 1973/74 will be in Area III, expanding into the remaining areas by 1976.

Description of the Program

I. Administrative Structure

The project will be administered by the Coordinator of Career Education reporting to the Director of Instructional Programs who coordinates the efforts of all program coordinators for the county. The Director of Curriculum, also, works closely with the program to insure integration of career education into existing curriculum. The project staff includes; nine resource teachers, one guidance counselor, one placement and follow-up specialist, and one instructional aide. Close cooperation with the Director of Vocational-Technical Programs and the Coordinator of Guidance and Counseling provide additional support for the program. The Maryland State Department Interdivisional Task Force on Career Education insures liaison with the Maryland State Department of Education and the State Director of Vocational Education.

Maryland

II. Program Design

The program is organized around a conceptual framework encompassing five major areas: career, self, society, technology, and economics. It is a sequential interdisciplinary program based upon skills, attitudes, behaviors, and experiences deemed necessary for vocational decision making.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- A guidance counselor will be added to the career education team to initiate activities involving both teachers and counselors functioning as a team. These activities, K-12, will incorporate career objectives emphasizing self awareness and decision making skills.

Elementary Career Awareness -- The elementary component of the Anne Arundel County Program focuses on career awareness and an understanding of self. Through instructional units students explore a wide range of careers as they relate to classroom learning. Hands-on experiences will be provided in the areas of technology, typing and home economics.

Junior High or Middle School Career Orientation and Exploration -- Instructional unit outlines assist the junior high school classroom teacher to show the relevancy of what is taught. Content is related to the career concept areas of career, self, economics, technology, and society. Counselors, teachers, and community representatives also help students explore career areas and educational possibilities so that a tentative career preference is possible at grade nine. Selected students will also participate in simulated exploratory work experience.

Job Preparation in Grades 10-14 -- At the senior high level, the program continues to emphasize career concept areas and their application to classroom instruction. Students select courses involving job entry skills or preparation for higher education. Increasing opportunities for work experience will be provided for students in areas not traditionally included as a part of the vocational program.

Placement Activities -- A placement and follow-up specialist will be added to the Career Education Team to develop a model for placement and follow-up for all students. This person will, also, coordinate articulation efforts with the community college.

Maryland

IV. Unique Features

Technology Program - Elementary Level

Language Arts-Typing Program - 5th Grade

Instructional Units, K-12

Simulated Work Experience - Junior High Level

Career Education - Vocational Education Articulation

STATE AND PROJECT NUMBER:	Michigan V361048
TITLE OF PROJECT:	Pontiac Adult-Learning System (PALS)
PROJECT DIRECTOR:	Robert Rochow 1830 West Square Lake Road Pontiac, Mighigan 48053
APPLICANT ORGINIZATION:	School District of the City of Pontiac 350 Wide Track Drive, East Pontiac, Michigan 48058
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$363,755
DURATION:	July 1973 through June 1976

Site Information: The City of Pontiac is an industrial city located in the northern section of Oakland County, 25 miles northwest of downtown Detroit. Three large General Motors plants are located within the city and offer employment directly or indirectly, to a large majority of the population. These plants contribute about 50% of th local tax revenue. The working force is about half blue collar and half white collar. The City of Pontiac has a total population of 85,279, representing 25,8581 families. The School District of the City of Pontiac includes approximately 120,000 people as compared with 907,871 people in Oakland County and a state population of 8,875,083. The 25% Negro population exceeds the Negro percentage of both the state and county level. The precentage of econonically deprived persons also exceeds the state and county level. Pontiac School District has a student population of some 21,000 students, with 23 elementary schools, 6 junior high and 2 senior high schools and 1 area vocational school.

Description of the Program

I. Administrative Structure

The school district is presently organized without an Assitant Superintendent for Instruction. A Management Team composed of the major educational directors provides the leadership and coordination usually associated with the assistant superintendent position. The Management Team is directly responsible to the Superintendent for all matters related to instruction. The Management Team consist of the following Directors: Elementary Education, Secondary Education, Vocational Education, Staff Personnel, Data Processing, Comprehensive Career Education, Pupil Personnel Services/Guidance, Community Action Programs, and School/Community Relations.

The Management Team addresses itself as a group to concept development and goal setting. Once these have been developed, the Management Team then assigns the implementation of projects to one or more directors. Weekly feedback and information sharing meetings are held to keep all directors informed of progress and and problems. The director of this project works under the direction of the Director of Career Education for implementation, with direct involvement of the

Michigan

Director of Vocational Education, Guidance, and Community Action Programs. This allows maximum program coordination, as the Director of CCE is responsible for developing and implementing the total career education program of the school district.

II. Program Design

The project will focus on the career education needs of high school students, since the Pontiac School District already has operating a functional career education program at the elementary and middle school levels. Emphasis will be made on providing work experience with local employers.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Support services will be developed to help guidance program develop and deliver systematic programs in Self Awareness, Attitudes, Career Awareness, Decision Making, Career Preparation and Placement. In-service Programs in Program Development, Problem Solving and Communications will be offered. The counselor's role will be changed by having counselors involved in career selection, personal skills, and placement.

Elementary Career Awareness -- Support services will be offered to on-going programs which have already been developed in the district.

Job Preparation in Grades 10-14 -- The city and the school district will make available to each high school student work experiences and career exploratory opportunities in each of the multitude of employee classifications now available, ranging from entry skill jobs through management. Students will select an area of interest and then be assigned on a one-to-one basis to spend 5 to 10 hours per week for one semester with an adult employee. The adult employee explains his/her job in terms of tasks performed, skills needed, academic preparation needed, personal skills needed, importance of the position in relation to the organization sturcture, and career implications. The remainder of the semester is devoted to the student, and adult jointly working on the tasks involved in that job slot. Curricular offerings in the high school are modified to relate to the assignment of each student. Following the initial pilot year of operation, in school district and city government job slots, the program will be expanded to include as many other employers in the Pontiac area as possible. This would include large industry (GM Truck and Coach, Pontiac Motors, and Fisher Body), light manufacuring firms, small business, and other governmental agencies (county, state and federal). Strong consideration will be given to the possibility of establishing a more flexible student day which allows the students to schedule basic classes at various times during the full day and/or early evening. This will be accomplished through a closer coordination of the school district sponsored continuing education effort (Adult Education) and current high school programs.

Michigan

The program will enable high school students; to evaluate their attitudes and levels of aspiration relative to varied careers; to explore a selected career field; and to carry out specific assigned training activities within a given career field with relevancy of instruction being assured by assigning each student to an adult employee in that field.

Placement Activities -- Students will have increased placement opportunities as evidenced by numerical increase of placements made in academic or job training areas related to career fields tapped by the project. Project personnel will also include three Learning Development and Placement Specialists and a City Coorinator. The services of this personnel will enhance the placement function both job and educational (post-high).

IV. Unique Features

1. One-to-one tutoring in a large number of job titles for skill training and/or career exploration, with students receiving two or three assignments during their junior and senior years.

2. Customized academic instruction, work experience, and career selection information. A "class" possible for each student.

3. Students learn first hand the career implications and requirements of an employment area, thus expanding their horizons and goals.

4. The program supports both occupational and educational placement, thereby enhancing post-high school placement for skilled and professional occupations.

5. A program for all students, inlcuding the non-graduate who may require a "crash" training program.

6. A possible "feeder" program for cooperative work experience.

7. The teacher's role is changed -- also responsible for follow up and related instruction.

8. The counselor's role is changed and expanded -- also involved in career selection, personal skills development, and placement.

9. The function of data processing in the educational process is changed, including placement study and analysis and a total student record package.

STATE AND PROJECT NUMBER:	Minnesota F5001VW
TITLE OF PROJECT:	Specialized Career Education Staffing And A Career Oriented Curriculum
PROJECT DIRECTOR:	Harold T. Lehto Director of Career Education St. Paul Public Schools 360 Colburne St. Paul, Minnesota 55102
APPLICANT ORGANIZATION:	St. Paul & Minneapolis Public Schools
ESTIMATED TOTAL FEDERAL FUNDS:	$460,202
DURATION:	July 1974 through June 1977

Site Information: This project will be conducted in the twin cities of St. Paul and Minneapolis.

The Minneapolis component, together with St. Paul, is at the center of a seven-county metropolitan area with a total population of more than 1,875,000 residents. The ethnic composition of Minneapolis is seven percent foreign-born and eight percent minority. The initial focus of this exemplary project will be seven schools in the West Administrative Area. These seven have a student population of 4,200 and range from enrollments of 251 to 1108 and the minority enrollments average 15.9%.

The St. Paul portion of the proposal will provide for some 40,000 public school students and will also make services available to 22,000 private and parochial school students. The St. Paul section deals with components which are district-wide in nature. Two new senior high school complexes will be constructed during the time period covered by this proposal and these facilities will be permeated with an over-riding career education theme. These facilities will serve three main target areas which have the largest concentrations of minority and/or disadvantaged students. As in any modern urban area, the students and their families reflect the entire gamut of occupations, incomes, quality of residence, and educational levels.

Description of the Program

I. Administrative Structure

The St. Paul Director of Career Education will be project director for this exemplary program. The funding will make possible the addition of a media specialist, a elementary and secondary curriculum writer and a part-time community resource specialist. The Director reports to the Assistant Superintendent of Instruction.

The Minneapolis component will include a career education director, career education specialist, two part-time aides and a clerical assistant. The director will report to the Deputy Superintendent of Instruction.

Directors in both cities are accountable to their respective lay boards of education and Career and Vocational Councils. These councils represent government, business, higher education, Chamber, students, PTA's, clergy, adult education, vocational education, trades and labor.

Monthly career education department meetings will be held between Minneapolis and St. Paul for the purpose of coordination, evaluation, dissemination of materials, and articulation of the entire exemplary project.

II. Program Design

The primary purposes of this project will be to both initiate and expand career education opportunities for the students of the twin cities through:

A - The establishment of a close working relationship with the career education staff of both cities for the mutual benefit of all students.

1 - A system of regularly scheduled intra-city career education meetings to promote dialogue;
2 - Metropolitan wide career exploration;
3 - Mutual examination and expansion of existing programs as they now function in both cities;
4 - Mobilization of community resources without regard to artificial city boundaries.

B - The establishment of new, and continuation of existing, career education workshops to improve the instructional competence of our city educators in providing career exposure and awareness to our diverse student population.

C - To provide, through additional specialized career education staffing, a more comprehensive and meaningful approach to career education curriculum to include community resources, media development, and career-oriented curriculum.

D - To provide teachers with time during the professional day to rewrite instructional units and infuse them with career education concepts and to establish a folder concept for instructional units that can be utilized city-wide.

E - To establish district-wide and individual building career education resource centers.

III. Program Components

Guidance and Counseling Emphasis--The guidance departments will, along with the principals, be spearheading career education at the building level. They will be establishing and expanding the building career resource centers, providing the leadership in curriculum revision in career education, surveying their students in the areas of career awareness and interest, and establishing closer working relationships with manpower agencies in the areas of placement and followup of exiting students.

Minnesota

Elementary Career Motivation--At the K-6 level a broad based approach to work, attitudes, and the community will be continued. The elementary career learning centers will be expanded and teachers K-6 will have the opportunity to spend a full week, during the school year, infusing career education into their instructional units with the assistance of the curriculum specialist and the media and community resource specialists.

Junior High Career Orientation--Grades 7-9 will be involved in a system-wide program of learning centers and vocational centers. They will have the opportunity to be directly involved in hands-on kinds of experiences in the various centers. Career-oriented curriculum writing will also be available to junior high instructors to make their units more relevant. The emphasis at this level will continue to be in the areas of career orientation and exploration.

Job Preparation - Grades 10-14--This component will follow closely the St. Paul Board of Education philosophy that exiting students be prepared for the world of work and possess a marketable skill. Students will be working closely with vocational centers and spend a minimum of one trimester in attendance. The two new high schools will be established with vocational centers and career resource centers on-site. All students will complete interest and career awareness surveys during these years, and the results will be utilized in assisting students to utilize career decision-making skills. The project will also be moving toward advanced placement for students in the area technical vocational institute.

Placement Activities--As mentioned, guidance departments will work closely with local manpower agencies to insure a smooth transition from the school setting into the world of work. Placement and followup of school exiters will be of primary importance.

IV. Unique Features

Inter-city cooperative proposal in career education.

Monthly dialogue and meeting of career education departments of the two cities.

Comprehensive, articulated, K-14 career education curriculum writing.

Specialized staffing with elementary and secondary career education curriculum writers, media specialist, and community resource specialist.

Establishment of two new career-oriented senior high schools.

Development of folder concept for city-wide distribution of career-oriented instructional units.

Development of 16 mm., locally-produced films in career education.

Series of television productions for elementary and secondary students on educational television in the area of careers.

STATE AND PROJECT NUMBER:	Mississippi V361085
TITLE OF PROJECT:	An Urban Career Education Project in the Mississippi Delta
PROJECT DIRECTOR:	J. H. McMinn Coordinator of Research, Curricula, and Teacher Education Division of Vocational-Technical Education, Box 771 Jackson, Mississippi 39205
APPLICANT ORGANIZATION:	Mississippi State Board for Vocational Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$396,768
DURATION:	June 1973 through May 1976

Site Information: Greenville is located on the Mississippi River in Washington County which is in the Mississippi Delta. Within the city are many manufacturing, processing, and transportation firms, one of which is the largest tugboat and barge building industry between Chicago and New Orleans. The area surrounding the city is agriculturally oriented with cotton, soybeans, and rice being the chief products. The racial composition of the Greenville Separate School District is 52% Negro and 48% white. Approximately 37.5 percent of the families in the district are considered economically disadvantaged. This project will serve 9,954 students enrolled in 11 elementary schools, 3 junior high schools, and 2 high schools.

Description of the Program

I. Administrative Structure

This project will be jointly administered by the Vocational Division of the State Department of Education and the Greenville Separate School District. The administration for the implementation of this project will be enhanced by the utilization of special career education advisory committees appointed for the projects. One committee will function at the state level and will aid in the planning and conducting of the project. The other committee will function at the local level and will assist in keeping the public informed, in stimulating interest and cooperation within the community, and in making community resources and talent available to the project.

Mississippi

II. Program Design

The project is viewed as continuing services and instruction beginning in grade one and ending with satisfactory employment or entry into post secondary education. It will serve all students within the district. Project staff will provide services to students and teachers through workshops, seminars, field trips, and counseling.

III. Program Components

Overall Guidance and Counseling Emphasis--Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Procedures will center around guidance activities which will aid in: (1) making students aware of how their interests and abilities fit them for the different occupations found in the world of work; (2) assisting students in identifying occupational preferences and exploring these; (3) developing an awareness of the meaning and significance of work and of occupational decision-making; (4) assisting students in developing an understanding of the relationship between educational opportunities and career possibilities; and (5) assisting students in learning to organize and use individual decision-making skills. Guidance activities will not be confined to project personnel only, but will involve teachers, administrators, parents, and the community at large.

Elementary Career Awareness -- Sufficient occupational information and counseling to meet the needs of all children according to their interests and abilities will be integrated into the elementary curriculum with career related materials. Classroom teachers will furnish instruction by merely fusing career education activities with the on-going curriculum. Field trips, role playing, singing, games, etc., are used as methods and techniques. Math, language arts and social studies are used as vehicles for conveying the career education concept.

Junior High or Middle School Career Orientation and Exploration -- The junior high school teachers will utilize their specific subject areas as avenues for increasing students' exploration into the world of work. In addition, specially designed courses in occupational orientation will be added to the curriculum to provide comprehensive exploratory experiences into the world of work.

Job Preparation in Grades 10-14 -- Senior high school students will continue exploratory experiences with additional emphasis placed on occupational preparation activities. Students will receive assistance in planning for and attaining goals and preferences, either in the form of additional vocational offerings, cooperative education arrangements, or preparatory courses. The Delta Junior College which serves the county in which Greenville is located has one of the most extensive post-secondary vocational programs within the state. Eighteen occupational programs are operated at all times. It is the policy of the junior college to accept students at any level who can make progress in an occupational training program in which they enroll.

In addition to these vocational course offerings, there are also fully approved two-year college courses leading to careers in the professions and other careers requiring college degrees.

Placement Activities -- Students completing the career-centered program or dropping out of school will have guidance services available to assist them as they leave school to find employment and/or continue their education. Coordinators and/or guidance counselors will establish relationships with the local Mississippi Employment Security Office as well as local businesses and industries in maintaining listings of employment opportunities. Student interest and training records will be kept to assist in job placement. Systematic follow-up of students will be a standard procedure.

IV. Unique Features

This project is designed to implement the career-centered concept at all levels of the educational ladder. It places heavy emphasis upon reorientation of the traditional school concept about occupational education.

The occupational orientation phase of the project will create a keener student awareness of the world of work to the extent that students should be well equipped to make wise curricular selections leading to career goals.

Guidance and counseling procedures will be introduced at the elementary school level and will complement other guidance activities that are already traditional in the school system.

STATE AND PROJECT NUMBER:	Missouri V361197
TITLE OF PROJECT:	A Project to Develop and Implement a Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri
PROJECT DIRECTOR:	Dr. Marvin R. Fielding Vice-President for Instruction State Fair Community College 1900 Clarendon Road Sedalia, Missouri 65301
APPLICANT ORGANIZATION:	State Fair Community College
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$478,477
DURATION:	June 1973 to June 1976

Site Information: The project site is a three-county non-urban area in central Missouri, composed of the counties of Saline, Pettis, and Benton. The focal point of the project is the State Fair Community College in Sedalia. In the surrounding area, nine public school systems and one parochial school system are cooperating in the project activities. This complex of schools includes 6,300 students and 300 teachers in grades K-6, 6,000 students and 330 teachers in grades 7-12, and more than 1,100 part time and full time students with 53 teachers in grades 13-14.

Description of the Program

I. Administrative Structure

The project is under the direction of the Vice-President for Instruction of the State Fair Community College. Operational responsibilities are assigned to the Dean of Vocational-Technical Education of the community college. A project advisory committee consisting of cooperating school personnel, business and community leaders, State Department of Education representatives and representatives of youth and parent groups assists the project staff with overall implementation of the project. Smaller advisory groups consisting of selected specialists assist with the development of individual components of the project. The project staff includes a full-time Associate Director, as well as full-time specialists in career development, curriculum development, placement, and audio-visual media.

II. Program Design

The program design includes four components: (1) a program of career awareness and career development for grades K-6, (2) a program of career exploration and work experience for grades 7-10, (3) a program of skill development in cluster occupations in grades 11-12 articulated with specific career opportunities at the post-secondary level 13-14, and (4) a planned program of job development and job placement for all individuals leaving the school system at any level. The [illegible] and experiences

utilized in the first three components are being articulated horizontally (by content) and vertically (by grade level) to provide for the differences in each individual's stage of career development. Attention is being given to establishing a sequential relationship between the goals and activities at each grade level. The materials and activities relating to goals are being designed to provide opportunity for each individual to: (1) develop a knowledge of self, (2) develop an understanding of the world of work, and (3) receive assistance in the process of career planning and acquiring skills.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- The overall guidance and counseling emphasis is interwoven throughout all components of the project. As the student progresses through school, he is helped to gain in awareness of self, in awareness and understanding of the world of work, and in career planning and decision-making skills.

Elementary Career Awareness -- The project is identifying, collecting, and repackaging career awareness materials appropriate for use in elementary school programs in grades K-6. The project is also conducting workshops to orient elementary school personnel to career education and career development theories and practices and to provide materials and professional assistance to the elementary teachers in integrating these materials into the curriculum.

Junior High or Middle School Career Orientation and Exploration -- The project is developing career exploration guides for use by local teachers and is conducting workshops to provide technical assistance to the teachers. A library of commercially available and locally produced audio-visual career materials is being developed for loan to the local teachers. The project is helping to develop cooperative relationships with businesses and industries in order to arrange for community resource people to assist in classroom career exploration activities, for field trips to be undertaken, and for work experience or observation stations to be established for students.

Job Preparation in Grades 10-14 -- The project has undertaken to identify cluster curriculum programs, such as those already developed in Oregon, which can be adapted to the local situation in central Missouri. It is planned that six cluster curriculum guides will be developed and implemented at the 11th and 12th grade levels. The project also plans to identify specific post-secondary curriculum related to the selected clusters, to develop guidelines for articulation and advanced placement, and to suggest revisions in the post-secondary sequence where needed.

Placement Activities -- The project will establish a central placement office to assume job placement and follow-up responsibilities for students enrolled in those local schools which do not provide job placement services. The central placement office will also assist in placing students in post-secondary programs related to their field of study in high school or area of special interest. The central placement office will serve as a clearinghouse of job information for all the local schools cooperating in the project. Use will be made of the Missouri State Employment Service's computerized state-wide bank of job orders. The project will provide job placement services to all

students seeking full time employment as they complete their programs of study. Working relationships will be established with area employers and personnel managers and an organized program of job development will be conducted. The project will implement systematic follow-up studies to determine placement and get a measurement of job achievement, adequacy of skill development, and worker mobility, and will provide the cooperating schools with this information concerning their graduates.

STATE AND PROJECT NUMBER:	Montana V361111
TITLE OF PROJECT:	An Exemplary Career Education Program in the Great Falls Public Schools (K-14)
PROJECT DIRECTOR:	Frances Jackson Great Falls Public Schools 1100 Fourth Street South Great Falls, Montana 59401
APPLICANT ORGANIZATION:	Great Falls Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$329,610
DURATION:	April 1973 through March 1976

Site Information: The Great Falls district includes 21 elementary schools, 4 junior high schools, 2 high schools, one Special Education Center with classroom sites in regular buildings throughout the district, and the Vocational-Technical Education Center. Due to widespread desire for participation evidenced by staff, students, and community, the program will be implemented throughout the district, rather than limiting it to certain schools. American Indian students, the primary minority group, will be represented on the advisory council by an individual from the Indian Education Center. The seven private schools in the area will also be asked to participate. Of the school district's total student population of 18,727, American Indians comprise approximately 3.6%; Blacks approximately 1%; Orientals less than 1%; and Spanish-Americans less than 1%. Of the same 18,727 total student population, approximately 7.8% would fall into a disadvantaged or low income category.

Description of the Program

I. Administrative Structure

This exemplary program will be under the Board of Trustees and the Superintendent of the Great Falls Public Schools. The project will function with the guidance of an administrative steering committee including the Superintendent of Schools, the Assistant Superintendent, and the Director of Vocational Education. All members of the above committee have had significant roles in the development of this proposal. The project will also utilize a representative Advisory Council which will include lay persons from the Great Falls community, the State Director of Vocational Education or his designee, two or more teacher educators, and student representatives. A K-6 Career Education Consultant, a 7-14 Career Education Consultant, a Work Experience Coordinator, and an Instructional Materials Specialist will be other key personnel involved in the project.

Montana

II. Program Design

One of the chief objectives of the project will be to establish Career Awareness Curriculum on the elementary and secondary levels that is designed to provide all students with a broad range of options in the world of careers. The project will attempt to stimulate development of each student's aspirations and to give each student the ability to make a wise career decision when he/she is ready. An effort will be made to identify and implement new and improved roles for teachers, curriculum staff, administrators, and counselors in career education. There will be initial and continual inservice training to prepare staff and promote infusion of career education. In addition, workshops will be held to develop materials and media which will involve educators, parents, business, industry, labor, and other agencies. Finally, there will be continual evaluation and followup in the project to insure that necessary changes are made as needed. The intent is to generate a combined effort of local people, staff from the universities, staff of the State Department of Education, and others, which will culminate in a demonstration program open for observation, emulation, or adaptation by school districts across the state of Montana.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills--Every student will be provided with intensive counseling to assist him in making career choices. There will be an effort to upgrade counselors and other school personnel in their responsibilities in occupational guidance. Career counseling as a vital aspect of career education will include a cooperative and coordinated effort of teachers, principals, vocational staff, and counselors.

Elementary Career Awareness--At the K-6 level positive attitudes should be developed about the personal and social significance of work. An awareness of self, of innate and acquired abilities, capabilities, preferences, and potential is also important. The general awareness of the broad world of careers, which exists now or is likely to exist in the near future, should be developed and expanded for each child. Performance on basic subjects will be improved by the infusion of career education elements into the curriculum. Conferences will be conducted with parents and community. Students will be introduced to career clusters, similarities or differences in tasks performed in a wide range of occupational choices, and the interdependence of workers in a technological and industrial society. The career education curriculum, materials and community resources will be developed within the structure of the existing district curriculum. Curriculum and instruction will include emphasis on family, citizen, economic and avocational roles.

Montana

Junior High or Middle School Career Orientation and Exploration--At the junior high level it will be arranged for each boy and girl to become involved in experiences (in the conventional school and in the business, industrial, and professional community) which will assist him or her to identify and evaluate respective interests, abilities, values, needs and preferences in career roles or selections. It will be possible for each student to have further and more detailed exploration of two or three selected career clusters leading to tentative selection of a particular cluster for in-depth exploration at the 9th grade level. This in-depth exploration and training for each boy and girl in one career cluster area will help to form a foundation for further progress, while always leaving open the option to change clusters if desired.

Job Preparation in Grades 10-14--By the eleventh and twelfth grades, specialized preparation for a selected career cluster or for a specific career job will be provided. Studies will continue to be related to career interests to increase student motivation and aspiration. Adaptation of and/or addition to existing laboratories and shops in the senior high schools will provide suitable physical facilities for accommodating each of the fifteen occupational clusters. The cooperative education program will be expanded and intensified.

At the postsecondary level, a wide variety of instruction in Adult and Basic Education is currently available, as well as the special areas of Business, Health and Computer Occupation. Expansion of the existing curriculum is anticipated when construction of new facilities is completed.

Placement Activities--The Work Experience Coordinator will be responsible for the placement of secondary students in a job, a postsecondary program, or a baccalaureate program. He will work closely with the existing secondary school counseling staffs as well as the Cooperative Program Coordinators presently employed.

Other--The Great Falls Public Schools have a number of developmental and ongoing programs which are designed to improve education, and whose operation will tend to enhance the proposed exemplary project. A District Media Center offers supporting services to all areas of the curriculum as well as all programs in the District. An Artist-in-Residence Program places a productive artist in a school environment to help students, teachers, and the community to strengthen understanding of the creative process. A comprehensive special education program is also offered.

STATE AND PROJECT NUMBER:	Nebraska V361090
TITLE OF PROJECT:	Lincoln Career Education Project
PROJECT DIRECTOR	Carl Spencer Director of Special Projects Lincoln Public Schools 720 South 22nd Lincoln, Nebraska 68510
APPLICANT ORGANIZATION	Lincoln Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$359,486
DURATION:	June 1973 through June 1976

Site Information: The Lincoln Public School District includes 30 elementary, 10 junior high, and 4 senior high public schools, and 8 elementary, 1 junior high and 1 senior high parochial schools. Lincoln is a relatively small urban area in a state which is largely rural. Chief occupations are in the areas of education, government, and insurance, with relatively little manufacturing or industry. Average income and level of education is higher than the state as a whole. Disadvantaged families make up about 10% of the school population and are fairly well dispersed over one-half of the elementary schools. Minority groups, almost entirely black, make up less than 2% of the school population.

Description of the Program

I. Administrative Structure

The project operates under the Associate Superintendent for Instruction of the Lincoln Public Schools. The program has 5 administrative components: Planning/Management/Evaluation, Support Systems, Curriculum and Staff Development, Guidance, and Placement. The Placement component is funded under State Part D funds. Central staff for the four federally-funded compenents include the Director (half-time), Systems Specialist (two-thirds time), Staff Development Specialist, and a Systems Implementer (who will work in the community to locate and develop placement opportunities). Three Career Education Specialists who will develop the placement program and coordinate other aspects of the program are employed in the Placement component. They are housed in high school buildings and report to principals as well as to the Project Director. The project will function as an agent for bringing change into existing structures and agencies rather that to set up new positions and structures.

II. Program Design

The overall goal of the project is to develop a master plan for implementing career education in the community. The overall strategy of the project is to use a change/support method of bringing about change. Rather than providing a ready built program to those agencies who must be a part of career education, the staff will act as change/support agents to help them develop new programs to bring about the changes. The

central staff of the project will work through existing school and community agencies to develop opportunities for direct experiences for students utilizing community resources. They will also work with the Staff Development Office and the Student Services Office to plan and implement activities for training teachers, to make curriculum materials available, and to reorganize the counseling and guidance services. Career Education Specialists will work in schools to establish and assist with a service for placing students in long and short range, paid and unpaid learning/working experiences in the community and for placing exiting students in the next step of their career development.

The first step of the project is to install career education in eight target schools. The project will gather data and test models in these schools with the goal of establishing career education in all schools by the end of the third year.

Regular and systematic process evaluation and continued developmental effort will enable the program to become more sophisticated as the project unfolds.

III. Program Components

Overall Guidance and Counseling Emphasis, including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Secondary programs in guidance will move toward the concept of guidance as a function shared among teachers and counselors. Sharing will be accomplished by assigning 25 students to each teacher with specific outcomes and activities specified and by incorporating self-awareness, value clarification, and decision-making skill activities into the curriculum delivered by teachers. The development of a system for making both occupational and student information available to teachers and students is underway. The project sees it necessary that this information be delivered to students in an activity base if possible.

Elementary Career Awareness -- Elementary teachers will develop and adapt instructional materials combining skills, attitudes, and knowledges necessary for success in careers with the similar objectives for other educational purpose. In some areas curriculum will be organized around career education concepts rather than the traditional subject areas.

Junior High Career Orientation and Exploration -- Units will be adapted and developed which provide for orientation to and exploration of occupational clusters through simulation, community experiences, and correlated guidance activities. Existing programs emphasizing decision-making and value clarification will be expanded.

Job Preparation in Grades 10-14 -- Vocational programs are presently available in various areas of business, industry, construction, agriculture, and health. These programs will be expanded, partially through addition of classes in the K-12 schools, but more importantly through coordination with various technical, apprenticeship, and other educational and training post-secondary programs already available in the community. "Cooperative-type" programs are already working in several

areas. This concept will be expanded and teachers will more and more be assigned to plan and supervise educational programs for their students outside of the actual school buildings as these opportunities are developed.

Teachers in project schools have agreed to incorporate at least one career orientation or exploration experience in each grade and subject area. In each secondary school there will be a career resource center, possible a part of the regular materials resource center, which will provide comprehensive occupational information. The project is developing a companion student information system through which students may interface occupational information with personal information to assist in career decision-making.

Placement Activities -- Nearly one out of five Lincoln high school students are now involved in work experiences outside of school. The Office of Career Development of the Lincoln Public Schools will be expanded so that the number of opportunities for students in the community may be expanded and so that a system may be developed which would make these experiences truly learning/working experiences rather than simply part-time jobs. The system will include local business and industry, state and local employment agencies, labor unions, counselors, teachers, and the central services provided by the Career Development Office. This network will also be utilized to place exiting students in appropriate employment. Follow-up studies conducted by the Career Development Office will enable a refinement of the system. It is assumed that at least 50% of the secondary students will be involved in some paid or unpaid, short or long range working experience at any one time, and it is a goal that all students have some work experience before leaving high school.

IV. Unique Features

1. Project combines a Placement Component funded under State Part D funds with Management, Systems Development, Staff and Curriculum Development, and Guidance Components funded under Federal Part D funds.

2. Change/Support approach emphasizing the Program/Planning/Budget techniques, including a comprehensive community needs survey.

3. Installation strategy using a cadre of administrators, counselors, teachers central office staff, students, and community members from each school.

4. A guidance system in which each teacher accepts responsibility for 25 students for a planned program as well as expanding guidance aspects of instruction.

5. Comprehensive system for providing in-school students with learning/working experiences in the community, including comprehensive resource file, a coordinating unit, and models for delivery.

6. An information System which allows students to interface occupational and personal information in a decision-making format.

STATE AND PROJECT NUMBER:	Nevada V361028
TITLE OF PROJECT:	Career Education Program
PROJECT DIRECTOR:	John T. Paul Associate Superintendent Division of Administration Clark County School District 2832 E. Flamingo Road Las Vegas, Nevada 89121
APPLICANT ORGANIZATION:	Clark County School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$317,272
DURATION:	July 1973 through June 1976

Site Information: The Clark County School District includes 77 elementary schools, 14 junior high schools, 13 senior high schools and 3 junior-senior high schools. The total County population is approximately 300,000; the total student population is approximately 75,000, 70% of which is located within the Las Vegas metropolitan area. All students will participate in the project. The tourist and resort industry represents the greatest source of employment and economic activity. Others are agriculture, mining, finance, insurance, contract construction, manufacturing trade, real estate and government. Nearby educational opportunities include the University of Nevada, a community college, business and trade schools and private schools. The ethnic composition of the County is approximately 83% Caucasian, 12% Negro, 4% Spanish-American and 1% other. The percentage of families below poverty level is 7%; over 10% of the school children are recipients of Aid to Dependent Families.

Description of the Program

I. Administrative Structure

The Associate Superintendent, Administrative Division, will serve as project director under the jurisdiction of the School Board and Superintendent of Schools. His assistant, the Director of Administrative Services will be the immediate supervisor of the Project Manager. A Career Education Advisory Committee, a Steering Committee for Planning and an outside evaluator will work directly with the Project Manager. The elementary and secondary advisors and the task forces for curriculum development will operate under the auspices of the Curriculum Coordinator of the Department of Curriculum Services. The Project Manager will be the liason for planning, development, and implementation activities.

II. Program Design

By the third year, a District-wide K-12 career education program will have been established. All activities are to be interrelated and will be accom-

plished by steps, culminating in a cohesive program and incorporating non-graded sequential behavioral objectives. Career Education represents a core around which the four learning environments, the home, the community, the work place and the school; are organized and made meaningful. Career Education will focus on the learner at all grade levels to provide awareness of self, aptitude and ability, a knowledge of various career fields and their ramifications, expert guidance in career and self-assessment and in the planning of appropriate educational programs, skill development for entry-level employment, and guidance and direction to students planning further education. Disadvantaged and handicapped students are offered vocational guidance and training.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills - Principals, teachers, and counselors in grades K-12 will be oriented to career education concepts and will then implement these concepts into the instructional program at each grade level. The development of career and self-awareness guidance and exploration, course offerings and hands-on experience will include both current and emerging occupations and will complement the career education clusters. Profile counseling, a graphic illustration of each student's grades, achievements, aptitudes and career aspirations will be implemented for career guidance in the secondary schools.

Elementary Career Awareness - A task force of elementary school teachers will implement a K-6 Social Studies Curriculum Guide incorporating career education concepts, decision-making, organization and problem-solving skills. Thirteen occupational clusters (agri-business, business and office, marketing, health, public services, transportation, construction, communication, manufacturing, trades, fine arts, tourism, homemaking and personal services) will be incorporated so that the students may learn about the aspects of a particular job, skills, training requirements, wages, etc. There will be a 6th grade Career Awareness Program which will utilize 15 minute films depicting local and national occupations. Economic concepts will be stressed. Training and orientation methods and materials for 6th grade teachers include demonstrations, verbal interaction, lectures and visual stimuli, video tapes and activity sheets for classroom use.

Junior High or Middle School Career Orientation and Exploration - Exploratory career education activities will become a portion of the junior high school curriculum to assist students in determining areas to be pursued in their high school curriculum. Guidance services beginning the second year of the program will provide a continuity from the 6th grade Career Awareness program to guidance in the first year of junior high school.

Job Preparation in Grades 10-14 - Currently, there are Neighborhood Youth Corps counselors and 9 cooperative and distributive education coordinators who provide work stations for students in grades 11 and 12. The program will be extended to 10th grade students and will place a significantly greater number of students

in work situations for the purpose of exploring career choices. Students in grades 13 and 14 can enroll for specific skill development incorporating work experience. Examples are cosmetology, practical nursing and auto mechanics. Post-secondary programs will be planned in accordance with the K-12 program and with a view towards student needs and labor market demands.

Placement Activities - Through the Vocational Education Program and its Advisory Council, there exists a well established process of student placement. In addition, cooperative arrangement among business and institutions of higher learning will be made for the further development of a job and education placement system.

Other - Community involvement will be an on-going process to strengthen the program. Program evaluations will serve as a check on activities and aid in structuring or redirecting the planning activities. Occupational clusters based upon an analysis of Clark County's needs will be developed. A career education advisory committee of manpower agencies, representatives of business and industry, parents, university professors, community recreation officials and State Departments officials will be formed to assist the Project Director and Manager in planning and operation of the project.

IV. Unique Features

Profile Counseling

Career Awareness Project for 6th grade students

Occupational clusters developed and based upon an analysis of Clark County's needs

STATE AND PROJECT NUMBER:	New Mexico V361139
TITLE OF PROJECT:	A Career Implementation Program for A Small Rural School: Penasco, New Mexico
PROJECT DIRECTOR:	Roger A. Labodda, Director Program Development Unit State Department of Education Santa Fe, New Mexico 87501
APPLICANT ORGANIZATION:	New Mexico State Department of Education, Vocational Division Santa Fe, New Mexico 87501
ESTIMATED TOTAL FEDERAL FUNDS -- SECTION 142(c):	$345,042
DURATION:	July 1973 through July 1976

Site Information: The Penasco School District has a predominance of large families, high unemployment, low level of educational achievement and comparatively low family purchasing power. It has a total population of 4,500 with 99 percent being Spanish-surname. Ninety and nine-tenths percent are rural and 9.1 percent are farm. The median income is $5,308 with 35.8 percent of the working force having an income less than the poverty level. The unemployment rate of the area exceeds 12 percent. The community population over 25 has reached a median educational level of 10.4. The student population of the district is 900 with 100 percent Spanish-surname. There is a 41 percent attrition rate for secondary students.

Description of the Program

I. Administrative Structure

The project is operated under the joint supervision of the district superintendent and the State Director of Vocational Education, New Mexico. Additionally, there is an advisory council for the Penasco School District composed of 19 members including 7 professional educators, 2 students, and 10 community leaders. The community leaders represent labor, business, industry agriculture and other similar groups. The professional educators include the superintendent, principals, guidance counselors, vocational teachers and a representative of the State Department of Education.

The project has seven staff members: A teacher coordinator who works closely with evaluation baseline, faculty problems and direction, career awareness committee, faculty inservice meetings, curriculum research and support materials, and as advisor for specific courses (secondary career education, secondary decision making) and operator of the Career Education Media Center; a Placement Officer; a secretary; one professional for Placement Officer; and two paraprofessionals for the media center.

New Mexico

II. Program Design

The project is in the process of revising the total curriculum (K-14) of a small rural, mountainous school district.

Since Career Education is a process, the first year's goal is to "catch up" the students in grade levels 2-12 who have not had the benefit of the process. During the second year, the students would be at the career level which is compatible with their grade level. This is important for future career development in their school years and eliminates repetition.

During the first six months, a series of inservice teacher workshops are conducted to reeducate and familiarize the teachers with concept of career education. The second six months will include semi-monthly and monthly inservice involvement meetings by grade levels and/or by subject matter. There are also semimonthly and monthly Career Awareness Committee (elementary) and Career Exploration Committee (secondary) meetings. This is the beginning of the Implementation period. During the second year implementation will continue, the media center will be expanded, and an Associate of Arts Degree will be set up in the Forestry Cluster. Also, a 10 - 12 program will be developed to complement the AA Degree.

III. Program Components

Overall Guidance and Counseling Emphasis, including Self Awareness, Attitudes toward Work, and Career Decision Making Skills -- Guidance counseling for the K - 14 program is accomplished through orientation programs, intensive inservice workshops, and teacher-based advisory committees for the teachers. Through this approach every teacher becomes a career counselor in the areas of self-awareness, work attitudes, and decision-making skills.

On the secondary level, the placement officer and the teacher/counselor work closely together to ascertain the student's interests (Kuder E) and abilities. Specifically, the placement officer analyzes the senior questionnaire on employment goals along with the results of teacher-administered instruments measuring student awareness of self and abilities. This analysis is followed by a personal interview with each student by the placement officer. In addition, the Penasco School System is involved in the federal project "Educational Talent Search". This project involves the student with the mechanics of an opportunities in the world of work.

Elementary Career Awareness -- The elementary unit is divided into two parts: (1) Awareness of self and others (K-2) and (2) Awareness of work and responsibility (3-6). The means to accomplish the above are: films, film strips, Taoscore curriculum guides, activity cards, various career education packages, involvement of the Career Awareness Committee, and a series of inservice workshops.

New Mexico

The coordination of these materials is done by the Career Awareness Committee (elementary). They establish progressive grade level objectivies in their monthly/ semi-monthly meetings. A representative from each level is a member.

Junior High or Middle School Career Orientation and Exploration -- The junior high and senior high are combined. However, the junior high level can be broken out under the category of "Entry Nonprofessional Career". This is a prevocational emphasis through career exploration. The means to accomplish the above includes part of the 36 career education films from the Encyclopedia Britannica, the Kuder E inventory, SRW Work both Occupational Exploration and Career Exploratory, Scholastic's "Jobs in Your Future" workbooks, and the materials cataloged in the media center.

The Career Exploration Committee acts as the advisory for this level insuring an unduplicated progression. Monthly and semi-monthly meetings are held.

Job Preparation in Grades 10-14 -- On the senior level the students begin the "Specialized Career" process including vocational education, pre-technical, and college preparation. This career development is complemented by National Council of Careers' "The Fascinating World of Work", SRA's Occupational Exploration Kit, Singer's "Job Survival Kit", Kuder E inventory, and the Singer Vocational Exploration Evaluation system. For seniors, work observation trips will be conducted in the larger cities of New Mexico. A work study program is operated in addition to the observation program.

Placement Activities -- The placement officer is responsible for the operation of the work study program. This includes all seniors and interested juniors. Each student submits a questionnaire on their career aspirations. On this form they list their job preferences for the work study program. The placement officer surveys community opportunities and places the students in their first, second or third choices. During the spring, the Kuder E inventory and a personal interview with each senior becomes the basis for job placement. Through direct contact with the County and State Employment Security Commissions and knowledge of job openings in the state, the placement officer can better direct the individual into employment more commensurate with the student's interests and abilities.

Other -- The University of New Mexico Branch College offers six college courses in the school district. Next year this number will expand to twelve. It is very probable that an Associate of Arts Degree will be offered in 1975 in the Conservation-Forestry Cluster. At this time, a sub-project is being conducted in the Forestry Cluster. Under this plan, students should be able to prepare for careers as Forestry Aides and Forestry Technicians at the end of the 14th grade, or should have the necessary background to continue their college education in biology, chemistry, mathematics, forestry, range management, wild life management, engineering, and education. Even though the forestry cluster will include all students K - 12, specialization begins in the 10th grade. At this level there are courses offered which are prerequisites for the 13 - 14 program.

STATE AND PROJECT NUMBER:	North Carolina F4-003VW
TITLE OF PROJECT:	Career Based Curriculum for Union County
PROJECT DIRECTOR:	Dr. John Moore Union County Schools Box 499 Monroe, North Carolina 28110
APPLICANT ORGANIZATION:	Union County Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$685,214
DURATION:	July 1974 through June 1977

Site Information: The Union County Schools serve a student population of 10,750 in grades K through 12. Union County is situated in the Southern Piedmont region of North Carolina and borders South Carolina on its south side. Located in the geographic center of the county is the City of Monroe, population 12,000, which serves as the county seat. Monroe has a separate school district which which includes all of the city proper and some bordering territory in the county outside the city limits. The Union County district is made up of rural areas and some small towns and may be characterized as a rural non-farm population. Union County is a part of the Charlotte SMSA. The county schools are now spending $12,091,000 in bond funds to build three new middle schools, one career center, and to renovate several elementary schools. Beginning with the 1975-76 school year, the school system will operate twelve K-5 elementary schools, four 6-8 middle schools, four 9-12 high schools and one career center which will be a part of each high school. The district reflects a 22% minority student population. The per capita and family income levels are below the State average. The poverty level is below the State average. Unemployment is not a problem. The great majority of the work force is employed in operative, clerical and kindred, and craftsmen occupations.

Description of the Program

I. Administrative Structure

The project will operate under the supervision of the Superintendent of Union County Schools. The administration of the project will be under the direction of the project director who will also serve as director of the Career Center. The Project Director will report directly to the Superintendent of Schools. The Superintendent and Project Director will work closely with the State Director of Occupational Education to insure that programs are coordinated with the State Plan for Occupational Education. The Project Director will work closely with the local County Director of

North Carolina

Occupational Education, the Elementary Director of Instruction and the Secondary Director of Instruction in order that all project activities may be closely coordinated with all facets of the instructional program. The project staff will include three curriculum writers--one each at the elementary, middle, and secondary levels. The writers will work closely with the principals and teachers in the project schools to develop and implement programs in the project schools. An emphasis on counseling will be provided by two elementary counselors and two secondary placement counselors as well as counselors at the middle school level.

II. Program Design

The major objective of the project is to implement a Career Education delivery system for the Union County Schools that can serve as a model for the State of North Carolina. Career Education will be introduced into ten schools in the county housing grades K-14--four elementary schools, two middle schools, and four high schools. The four high schools will include a Career Center which will house certain programs for grades 10-14. The project will involve students, project staff, and individual school instructional and guidance personnel in the Career Education process. Also, the program is designed to: (1) fuse career education into the on-going curriculum at all levels, (2) develop a close working relationship with the business and industrial community in order to utilize the community as a learning resource, (3) develop an appropriate Career Education program for the adult population in the community, and (4) develop an appropriate Career Education program for the disadvantaged student.

III. Program Components

Elementary Career Awareness -- At the elementary level, a career and self-awareness program will be developed to expose the children to the many careers available in the world of work. Self-awareness activities that are designed to develop the student's self concepts are also planned. The curriculum will be re-designed into interdisciplinary, interlocking instructional modules for the purpose of more closely relating academic instruction to the world of careers. A Counseling program will be added in the four project elementary schools.

Junior High or Middle School Career Orientation and Exploration -- At the middle school level, the present career exploratory program will be expanded in two middle schools. Hands-on experiences in the fifteen occupational clusters will be provided by a five member career exploratory team. A strong guidance and counseling program will be developed. Instructional modules designed to relate the students academic and career exploratory experiences will also be developed and placed in use at the middle school level.

North Carolina

Career Preparation, Grades 10-14 -- When the new Career Education Center is opened during the second year of the project, twelve (12) additional skill training programs will be initiated which are not now being offered in the present secondary programs. Much curriculum work at the secondary level will be initiated by the project with the idea of fusing the academic and occupational programs. Emphasis will be placed on developing basic understandings of scientific principles which underlie the technology which will be used in the occupational programs. In addition to the occupational programs, the Career Center will house academic teachers in science, math, social studies, language arts and fine arts. This will permit team teaching to be done by pairing an academic teacher with an occupational teacher.

The Career Center will be used for adult evening classes in occupational training designed to meet the needs of individuals and the skill needs of local industry. These classes will be conducted in cooperation with Central Piedmont Community College.

Other--Special emphasis in the project will be placed on providing services for the handicapped and the disadvantaged. Special emphasis in the project will be directed toward attitudes on the part of students and parents toward the world of work. The project will place emphasis upon inservice education for teaching personnel at all levels.

IV. Unique Features

A fusion of academic and occupational programs with stress on knowledge of scientific principles involved in an occupation as well as technology and a job skill.

Stress on the use of the community as a classroom. On-the-job experiences will be stressed especially at the 12th grade level. Exit and re-entry of students into the classroom will be permitted by the use of mini-courses and independent study. This will provide flexibility in the work of students in local business and industry.

Cooperation with the community college in providing programs in the evenings for adults and dropouts.

The making of the secondary schools as an "employment agency." This will be done by two counselors devoting full time to job placement in business and industry for graduates and dropouts. This will be done in full cooperation with local manpower agencies such as the employment security agency.

Priority given to disadvantaged with placing them in regular programs at any time when the regular program will meet their needs. Also, providing special facilities for these people in the career education center.

North Carolina

Construction of a career development center in a central location. This center will be an extension of the program and campus of each high school. The placement of advanced academic courses and programs for the gifted and talented in the center is planned. Also, these academic teachers will team with the occupational teachers to develop a totally career-based curriculum.

A close working relationship with the community through craft and advisory committees. Also, through the placement counselor and work-study programs which will make use of local industry and business as classrooms. The commitment is to an "education-business-industry partnership" with education taking the leadership.

A restructuring of the ninth grade program along the lines developed at Ohio State University to provide meaningful world of work experiences that can be classified as career introduction experiences.

Extensive use of videotape will be made. In addition to field trips to local business and industry, videotaping equipment will be carried into local world of work.

Followup studies will be conducted of all students leaving the schools. Special studies will be conducted to determine what percentage of leavers are using on-the-job skills learned while in school.

STATE AND PROJECT NUMBER:	North Dakota V361113
TITLE OF PROJECT:	A Developmental Program, Pre-School Adult, In Career Education for North Dakota
PROJECT DIRECTOR:	Mr. Harry Weisenberger State Board for Vocational Education 900 East Boulevard Bismarck, North Dakota 58501
APPLICANT ORGANIZATION:	North Dakota State Board for Vocational Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$327,204
DURATION:	July 1973 through June 1976

Site Information: The Devil's Lake System was selected for the site of the program because it is the only school district in this section of the state which provides elementary, secondary and post secondary education, and also offers both the academic and vocational instruction. The Lake Region Junior College has 660 students and 30 teachers. The student body is 13% American Indian. The Devil's Lake Senior High School has an enrollment of 478 students with 7% being American Indians. The junior high has 575 students with 10% being American Indian. The elementary system has 1,020 children with 7% being American Indian. The percentage of disadvantaged children, as identified by the State Plan for Devil's Lake School System is 19.4% as compared to a state average of 10.6%. The economy in the area is agriculture with 85% of the people engaged in agriculture or agri-related business.

Description of the Program

I. Administrative Structure

The Project Director will be directly responsible to the Assistant State Director of Vocational Education in charge of Planning and Exemplary Programs. The project director will supervise and coordinate all aspects of the project. All activities will be coordinated with the state directors of elementary and secondary education, with the State Director of Guidance Services and the State Supervisors of Vocational Guidance. An advisory group consisting of individuals representing youth, parents, community groups, labor, management, etc., will be utilized to assist in the development, implementation, and evaluation of the overall project. A close working relationship will be established between the project and the North Dakota Employment Security Bureau, Bureau of Indian Affairs, State Welfare Board,

North Dakota

Labor Department, Local Chamber of Commerce, Department of Public Instruction, State Board of Higher Education, and other agencies having similar purposes. Continuing cooperative effort will be pursued with these agencies.

II. Program Design

The project objectives will be to assist students in increasing positive attitudes toward self and work; to increase career awareness and to provide career orientation and meaningful exploratory experiences; to provide job preparation in a wide range of occupational areas; and to insure placement of all exiting students in either a job, a post-secondary vocational-technical program, or a baccalaureate program. These objectives will be achieved through a series of related basic activities including inservice workshops for teachers and counselors; curriculum materials; establishing a close working relationship between the guidance department and the classroom teacher; selection, development, and dissemination of occupational information; and continual evaluative planning and informational meetings involving educators, parents, business, industry, labor, and other agencies with similar purposes.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- The project will involve guidance counselors in self-awareness activity at the elementary level. At the junior high, senior high, and post-secondary levels more attention will be given to career guidance and decision-making and counseling efforts will focus on developing social-interaction type occupational skills. Students will be assisted in recognizing the economic and social value of work in our society, in gaining understanding of the psychological meaning of work as it relates to human experience, and in understanding the intent, nature, and possible end results of alternative pathways compatible with their intents and abilities. Guidance services will be available in the form of tests, conferences, and informal discussions.

Elementary Career Awareness -- At the K-6 level emphasis will be placed on developing positive self-concepts, developing positive attitudes toward self and others, toward work and all workers, and providing a broad awareness of the world of work. These concepts will be integrated into Math, Social Studies, Science, Language Arts, Phys, Education, Music and Art in such a way that they become a part of the total education of the individual. In grades one through three attention will be given to workers in the home and school. The range of occupations surrounding the community will be explored in increasing detail with attention being given to the variety of choices possible for people and the inter-relatedness of choices in the world of work. A multi-media approach will be used--literature, visual aids, "hands-on"

activities, field trips, and outside speakers--from a wide variety of occupations. In grades 4-6 the same types of media will be continued, but life career gaming and work simulation techniques will be added.

Junior High or Middle School Career Orientation and Exploration -- Students will become acquainted with job opportunities in the community, job hunting, and job applications. They will explore the relationship between school subjects and related occupations. Establishment of time blocs, and exploratory stations, and the development of mini-courses in the shops and laboratories will provide students with the opportunity for "hands-on" exploratory experiences in a variety of occupational clusters. Students will become familiar with sources and uses of occupational material in the library and/or counselor's office.

Job Preparation in Grades 10-14 -- High school students will have the opportunity to sample occupations through summer exploratory activites. Students will be assisted in assessing their aptitudes, interests, and abilities as they relate to their present and future plans. In addition to continued exploration, students will be provided an opportunity to obtain preparation in job entry skills and/or preparation for advanced training. The Devil's Lake Senior High will work out a cooperative arrangement with the Lake Region Junior College, a district owned college, to provide students with the opportunity to acquire skills in as wide a range of occupations as possible. This arrangement will provide exploratory activities in a variety of occupations for students from satellite districts.

Placement Activities -- A placement service will be provided in the senior high school and in the community college through the cooperative efforts of the existing counselors, employment service personnel and cooperative education coordinators. One of the project staff members will be directly responsible for coordinating the placement activities. Some of the specific placement procedures to be implemented will be to establish a single office as a clearinghouse for job information for the school system, coordinate job placement services and procedures with cooperative work-experience and work-study programs, develop a close working relationship with employers and personnel managers, make initial contact with students to have them register and complete necessary forms, assist students in completing personal resumes, arrange for job interviews of students with employers, and publicize placement service through local radio, television, and newspapers.

Other -- The State School for the Deaf is located in the proposed project site and a cooperative effort will be initiated to share facilities and promote inter-related activities with the deaf students. A spin-off of this activity will be to help the deaf student in the transition from a protected environment to the mainstream of society.

STATE AND PROJECT NUMBER:	Ohio V361105
TITLE OF PROJECT:	Three Pilot Career Education Programs for Grades K-10 in Ohio
PROJECT DIRECTOR:	R. D. Balthaser, Acting Director Career Development Services Room 609 Division of Vocational Education State Department of Education 65 South Front Street Columbus, Ohio 43215
APPLICANT ORGANIZATION:	Department of Education, State of Ohio
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$914,705
DURATION:	June 1973 through June 1976

Site Information: This State project will be conducted in three school districts sites: at Cincinnati in 11 buildings for 9,304 students; at Cleveland in 18 buildings for 13,864 students; and at Springfield in 21 buildings for 9,978 students. These three pilot programs sites are a part of the consortium of 24 sites in the Ohio program serving, in FY 74, 148,374 students in 246 buildings. The characteristics of the three sites in these cities represent mixed ethnic groups in all cases with certain buildings containing many disavantaged families to some buildings with few. Parents' occupations range from unemployed welfare participants to highly skilled and professional occupations. In each site district, one high school location supported by all feeder elementary and junior high schools comprises the component that is pilot in that city. Each district has an university located in its boundaries (two state, one private), and each district has additional community colleges or technical institutes in higher education within their boundaries. All three sites are classed as urban sites, although Springfield is a less populous center than Cincinnati and Cleveland. All three districts are administratively organized on the 6-3-3 grade level system.

Description of the Program

I. Administrative Structure

The project is a part of the total consortium of Career Development Programs in Ohio. As such, the project is under the general direction and supervision of the State Department of Education, Vocational Education Division, Career Development Services. Each site included a project director reporting to Vocational Education Divisions in Cleveland and Cincinnati, and to the Curriculum Director in Springfield. In addition, the three sites will have coordinators qualified in grade-level services for K-6, 7-8 and 9-10 totaling three in Cincinnati, 11 in Cleveland and eight in Springfield. Similar organizational structures are found in the other 21 sites.

Ohio

II. Program Design

Within the Ohio Career Education Continuum, this project encompassing the three identified districts will continue in the three-year period to expand and improve the effectiveness of the K-10 Career Development materials and methodology as displayed in the state curriculum guides to "develop in students a respect for work and a motivation to participate in the world of work (K-6)," to "provide students with observational and activity-centered experiences representative of the wide variety of career (7-8)," and to provide "experience centered exploratory opportunities in occupational areas related to their interest (9-10)." Each of these three sites have facilities and programs available to their students in grades 11-12 above the state standard of 12 occupational programs as do the other 21 districts through their Joint Vocational Schools or within their own districts. As indicated in the site information, the three districts have adequate post-secondary technical education programs available to high school graduates.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awarenss, Attitudes Toward Work, and Career Decision-Making Skills -- Process and product performance objectives are displayed in published curriculum guides which are expanded to also include Economics, Individual and Environment, Education and Training, and Employability and Work Adjustment Skills developmental arenas of performance. While the program design is curricular in operation by on-site staff, available at each site are Vocational Guidance Counselors who coordinate with the Career Development staff primarily in the placement component.

Elementary Career Motivation -- K-6 curriculum guides of State origin provide the base for each teacher to identify examples of performance objectives that generate the activities to attack the cognitive and affective domains of learning at each grade level. The primary impact of this component is to develop in students a respect for all work and a motivation to participate in the world of work without getting specifically "job" oriented.

Junior High or Middle School Career Orientation -- Grades 7-8 are established in the child development cycle as the pre-adolescent era in which expansion of interests through choice making becomes important and recognized. A state curricular guide establishes the performance objectives that provide the method of removing the walls of the school to permit the students' orientation to the 15 economic clusters of buisness and industry. Students will be taken to businesses and industries to view this phenomenon of a capitalistic society at the same time learning to observe occupations on these sites through job analysis methods.

Senior High Career Exploration -- The 9-10 grade component is the "real" exploration area of student choice in actual jobs either in approved vocational shops or laboratories or primarily in business and industry. After charting their own interest through the use of the Ohio Vocational Interest Survey and abilities in the General Aptitude Test Battery combined printout, no less than three on-site explorations of 1-3 days each are required by each student in the two years.

Ohio

Job Preparation in Grades 11-12 -- Ohio has greatly expanded opportunities in this level. At the three sites, Cincinnati will open a new vocational wing during 1974 and 1975; Cleveland has greatly expanded its offerings on this site including, for example, the Computer Operation, with a new technical school available for overflow only a few blocks away; and Springfield is part of a Joint Vocational School District with more than 35 different occupational programs available for 16 year old and older students.

Placement Activities -- As mentioned before, vocational guidance counselors are available at each site to supplement the Career Development program to assist students in final career choices. The Ohio system of vocational education places the responsibility of job placement on its vocational teachers; the balance of the students are served not only by the vocational counselor but also by regular counselors required by standards of 1-400 ratio. FY 73 placement for Ohio vocational graduates was 75.9% in the field trained with only 6.0% unemployed; 11.1% of vocationalgraduates have also gone on to higher education.

Other -- Based on the CVIS adoption in the Parma project, similar planning will be scheduled for implementation in Cincinnati in conjunction with a planned computer network, vocational terminals which are already planned on site of the project. Serviceable components of residual nature in a previous Commissioner Part C Project at Cleveland will be transported to the site of this Cleveland City Special Needs Coordinator who directed the original project.

IV. Unique Features

1. These three sub-projects are a part of the Ohio consortium of 24 districts offering similar methodology and curriculum integration techniques.

2. Through linked EPDA funds, in-service training is being provided both the directors and coordinators of all local projects during FY 74.

3. Teacher in-service training is required in each project at the local level, supported by the three curriculum guides and three teacher training films provided through an EPDA grant.

4. Linked funding has inserted $2,516,572 State money to the 24 projects of a similar nature, and also provided the first year of a complete state staff structure to assist these projects.

5. Availability of complete job preparation programs at each of the three sites and the other 21 eliminates one of the greatest drawbacks to any career development program. In addition, the Ohio Continuum will complete its model with a "Model Pre-Postsecondary Education Programs for Students in Grades 11 and 12" which, hopefully, will replicate in the over-all program.

STATE AND PROJECT NUMBER:	Oklahoma V361058
TITLE OF PROJECT:	Academic and World of Work Gap-Bridging Through Career Education
PROJECT DIRECTOR:	Dr. William D. Frazier, Director Research Coordinating Unit State Department of Vocational & Technical Education 1515 West Sixth Avenue Stillwater, Oklahoma 74074
APPLICANT ORGANIZATION:	State Department of Vocational Technical Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$401,106
DURATION:	July 1973 through June 1976

Site Information: The Oklahoma City Public School District includes 84 elementary schools, 11 middle schools, 9 high schools, 2 disadvantaged/handicapped centers, 1 area vocational-technical center, and 20 or more private schools serving elementary and/or secondary students. The district encompasses a large portion of the urban area of the Oklahoma City SMSA with a student population that is 90% urban, 9% sub-urban, and 1% or less rural. The public school population of over 60,000 is composed of 84% white, 14% black 2% Indian, and less than 1% other races. The median education of adults is 12.4 years and 29% of persons in the 16-64 age range have had some vocational training. The city is typical of an inland southwestern capitol city with both heavy and light industry, many government agencies, and occupations supporting a diverse city. Family income is also diverse with 40% of households with less than $6,000 annual income, 29% with less than $4,000 and 6% receiving public assistance or public welfare. A private university, community junior college, and two-year technical institute are located in the district with numerous other higher education institutions including two public universities located in the SMSA.

Description of the Program:

1. Administrative Structure

The project will be administered for the State Department of Vocational and Technical Education by the RCU Director. A sub-contract to the Oklahoma City Public School District facilitates the operational program in the LEA. The Director of Vocational Technical and Continuing Education will be the local project director for the Oklahoma City Public School District. The Coordinator for Career Education will be responsible to the Vocational Director for local operations and will furnish liaison between the State Department and the LEA. The Director of Vocational-Technical and Continuing Education and the Director of Curriculum both answer to the Assistant Superintendent of Instructional Services thus assuring coordination of the career education activities through the school district. The project staff also includes two occupational information specialists and one school-industry liaison specialist who will work under the Coordinator for Career Education.

Oklahoma

II. Program Design

The program is designed to result in the adoption of the career education philosophy by professional school staff to the extent that by the third year of the project an integrated vertical career education curriculum will be available to all students in grades K through 14 in the Oklahoma City Public School District.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decisionmaking Skills--The guidance program is established as an organized set of specialized services within and as an integral part of the school environment. Specific objectives for counselors and activities to achieve the objectives are set out to assure a program designed at all grade levels to promote the development of students and assist them toward the realization of maximum individual accomplishments commensurate with individual potentials. The career education philosophy is the basis for the counseling services which complement the classroom instruction so that all students may be skilled in decisionmaking processes which are necessary in their development into productive self-respecting individuals.

Elementary Career Awareness--Twenty videotape programs covering the fifteen career clusters will be developed for presentation to the KOKH-TV viewing area. All 5th grade students will view the programs which will be optional to other grade levels. Field trips and speakers will further the development of career awareness throughout the elementary grades. A unique effort to provide additional occupational information and hands-on experiences will be the building and equipping of a 5' x 12' trailer which will be made available by the Occupational Information Specialists to all elementary schools.

Junior High or Middle School Career Orientation and Exploration--Major efforts the first year will be in development of programs and curricula for the component. Exploration programs covering occupations in metal, wood, communication, electricity, plastics, and business will be developed and implemented at the 6th grade level. "World of Construction" programs in operation for 7th grade will be expanded to double the number of present programs. Similar programs in Home Economics occupations will be developed and initiated for 7th grade girls. In a like manner, "World of Manufacturing" programs will be expanded in the 8th grade and an "Introduction to Business" program will be developed and initiated for 8th grade students. Exploration courses will be developed for 9th and 10th grade levels in "Industrial Power," "Hospitality and Personal Service," and "Home Construction." These programs will be initiated for 820 students in four high schools.

Oklahoma

Job Preparation in Grades 10-14--In addition to vocational programs presently in operation, two cluster programs and one cooperative program will be initiated to expand training options for high school students. The cluster programs will be in building construction and interior decorating. The cooperative program will be office training for students in areas of business administration, office management, and bookkeeping. Postsecondary opportunities are presently available at the area school and the adult institute, and by referral to the Oklahoma City Skills Center, the Technical Institute, and other higher education institutions.

Placement Activities--An intensive inservice program for counselors will provide them with proficiencies needed to use placement records, design job surveys, interview employers, make job referrals, and use State and local placement services. An exemplary placement office will be established in at least one high school and one middle school. A referral system between Central Office attendance officers and counselors at each school will be developed to impinge on placement of dropouts either in a job or back into an educational program.

Other--The major goal for the first year is to obtain commitment to the career education philosophy by staff of the Oklahoma City Public Schools. First-year objectives are primarily institutional objectives aimed at this goal. A mini-grant program will be initiated as an inducement to teachers and administrators to develop and/or initiate innovative career education activities. Approximately 25 mini-grants distributed across the entire school system will be awarded the first year. A Career Education Research and Curriculum Materials Center will be established in the Central Office to serve all levels and schools in the system. The center will be a joint endeavor of the Director of Research and the Director of the Curriculum Center.

IV. Unique Features

Mobile unit of occupational materials for elementary schools.

Grades 6-10 exploration curricula.

All additional teaching staff budgeted from local/State/Part B funds.

Mini-grants for teachers.

STATE AND PROJECT NUMBER:	Oregon V361174
TITLE OF PROJECT:	Comprehensive Career Education Process
PROJECT DIRECTOR:	Donovan D. Kimball Assistant Superintendent Springfield Public Schools # 19 525 Mill Street Springfield, Oregon 97477
APPLICANT ORGANIZATION:	Springfield Public Schools District #19
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$384,798
DURATION:	July 1, 1973 - June 30, 1976

Site Information: Springfield Public Schools District #19 includes 14 elementary schools, (grades 1-6) 5,260 students, 4 junior high schools (7-9) with 2,560 students, two senior high schools grades 10-12, 2,210 students. Springfield proper is primarily residental, urban and suburban with residental pockets springing up in most of the outer fringe area. There are three major shopping areas. The city population of 27,047, 57% of families have children under 18. Approximately 12% of the families are headed by persons over 65 years of age. Median age is 25.5 years with the county median being 26.2 years. Average family income is $9,383 with the county average being $8,475. 20% of the population receive social security and 8% receive welfare.

Labor studies indicate that 9,819 persons are employed; 43% are women. Ten percent of the males are unemployed. The largest occupational group (46%) include craftsmen, transportation and related occupations and non-farm labors. Another 36% hold jobs in sales, clerical, and service positions. Springfield is across the river and freeway from Eugene (80,000) and the University of Oregon and three miles from Lane Community College. The power structure of the community lies in several active groups. The senior group, by number and purpose, must be considered a power unit; downtown small business merchants and the large corporate industry comprises two othee units. Springfield is nearly total caucasian in its racial characteristics, having less than 1% other races.

Description of the Program

1. Administrative Structure

The District has a school board of five elected citizens who serve without pay for five years term. The chief administrator is the

Superintendent and is selected by the board to administer all functions for the duration. The Assistant Superintendent is responsible for all instructional programs and is the Project Director. A project coordinator who is responsible to the Project Director, will direct the project and be responsible for program operations. Two curriculum directors, coordinator of student services, and a coordinator of career education will assist the project coordinator in carrying out the objectives of the project.

II. Program Design

The overall objectives of this project include:

- To continue the process of developing and implementing new and proven career education and career guidance concepts.

- To provide a demonstration of the process used in developing and implementing concepts within career education and career guidance.

- To provide a visible, transportable model of career education activities, materials, and processes to interested people.

III. Program Components

Overall Guidance and Counseling Emphasis -- The project is committed to developing a permanent interrelationship between guidance and career education. Workshops will be held for counselors to demonstrate various group guidance techniques. Teachers will be assisted in developing a guidance point-of-view and in providing guidance to students relevant to their tentative career choices. A guidance materials handbook has been developed and will be revised for more extensive use. The Coordinator of Student Services will form a District Guidance Team composed of 2 counselors, teachers, and administrators from each level, to plan and implement guidance procedures related to life roles.

Elementary Career Awareness -- Focus at this level has been on a process-oriented approach to career education, emphasis on group guidance, focus on manipulative materials and experiences, and provision for experiences in decision-making and accepting responsibility. Some prior work had been done in two of the elementary schools through a grant with the State Department of Education; under this project, all elementary schools will participate in the project. A Steering Committee to plan activities will be formed of the 14 building career awareness coordinators who will be appointed to provide assistance to the project from regular teaching staff. A Career Awareness Resource Center will be operated by a paraprofessional. All elementary staff will be provided inservice training in career awareness, group process skills, and career education materials.

Oregon

Junior High Career Orientation and Exploration -- Project funds will assist the LEA to further develop a career-oriented curriculum (four life roles), courses and activities to improve a student's self-understanding and self concept, opportunities to understand and improve relationships with others, and opportunities to make choices which have ultimate consequences for meaningful life roles. Program modification will continue to emphasize the involvement of staff in such a way that they internalize guidance and career concepts.

Job Preparation in Grades 10-14 -- The staff will emphasize the concepts related and/or common to the occupational, citizen, family, and avocational life roles in the total curriculum. The guidance services will be shared by the total staff. The staff will utilize the district follow-up study of school leavers in program modification. Students will identify their interests and abilities upon entering high school; each student identifies a career goal which is commensurate with his interests and abilities. The project will provide the maximum opportunities economically feasible that will enable students to develop attitudes, skill and knowledge for careers at the job entry level; the vocational-technical level; or the baccalaureate level.

Post-School Placement -- The project placement component would assure that all graduates seeking full time employment would have all avenues of job research described to them. Group guidance sessions would offer graduates an insight into the inevitable interpersonal adjustments inherent upon starting a job. The project is designed to assist all school leavers in furthering their career goals.

IV. Unique Features

Lane Community College provides a complete college transfer program, vocational-technical training, and adult education and/or high school completion programs. The interaction between the community college and the School District is very good, improving the articulation of programs related to the personal interest of all students.

STATE AND PROJECT NUMBER:	Pennsylvania V361012
TITLE OF PROJECT:	Language Experience Based Awareness + Hands On Exploration + Competency Based Preparation = A School Based Total Career Education Model
PROJECT DIRECTOR:	Edward H. Lareau Associate Director for Research Admiral Peary Area Vocational-Technical School P. O. Box 96 Ebenburg, Pa. 15931
APPLICANT ORGANIZATION:	Admiral Peary Area Vocational-Technical School
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$315,008
DURATION:	July 1973 through June 1976

Site Information: The center of operations will be the new Admiral Peary Area Vocational-Technical School (AVTS) located in Ebensburg, Cambria County, Pennsylvania. In accord with the Area Vocational-Technical School Act of Pennsylvania, five school districts in central and north central Cambria County combined efforts to organize the Admiral Peary Area Vocational-Technical School to provide the best possible educational opportunities for students in grades 10-14.

Because one of the five supporting school districts has two new school buildings, (an elementary and a secondary school) located on the same site as the new AVTS, that school district will be actively involved in the project. The middle school for grades 6-8 is located within a half mile of the site and students can be easily transported to the vocational-technical school for their learning expeditions.

The urban population of the county composes 59% and the rural population 41%. The median family income, according to the U. S. Census of Population, 1970, was $8,563. Approximately 1 of 3 families in the 5 sending school districts of the Admiral Peary AVTS are below the official OE poverty line and nearly all of these disadvantaged families are in the rural areas. Johnstown is the primary industrial and commercial center of Cambria County and many commute to the steel mills of the Bethlehem Steel Corporation and U. S. Steel, the area's major employers. One of the sizable employers in the Admiral Peary attendance area is the Bethlehem Mines Corporation, located at Ebensburg, which functions as a supplier of the bituminous coal necessary in the manufacturing process of steel. The Borough of Ebensburg is the

county seat of Cambria County and the principal commercial center in Admiral Peary's attendance area. The 15 townships and 16 boroughs included in the vocational-technical school's service area are primarily residential centers, with population clusters of less than 5,000 for the most part.

Description of the Program

I. Administrative Structure

The full time project director is administratively responsible to the director of the vocational-technical school. Four full time coordinators on the project staff report directly to the project director and are responsible for four areas respectively, as follows: Elementary Curriculum Coordination, Middle School Curriculum Coordination, Secondary Curriculum Coordination, and Career Guidance and Counseling Coordination.

The project director and the director of the vocational-technical school will coordinate activities within the school districts through the district superintendents and their respective administrative procedures.

The entire administrative, guidance and research staffs, as well as the faculty of the AVTS are involved in the project. The entire administrative and guidance staffs and approximately 50% of the faculty of the cooperating school district are involved in the project.

Standard operating procedures at any vocational-technical school in Pennsylvania include the use of technical advisory committees or craft committees for each program area offered. The members of these advisory committees are involved in some line of work related to the program involved. Current advisory committee members for the AVTS are in such occupations as licensed nurses, medical doctors, company presidents, union representatives, business owners, government employees and master craftsmen; in general, a representative cross section of employers in the community and surrounding area. Additionally, the AVTS has a General Advisory Committee made up of community leaders; a Professional Advisory Committee composed of the school superintendents; a School Principals' Advisory Committee; and a School Counselors' Advisory Committee; all contributing to the operation of the AVTS. The above committees are responsible to the administrative staff of the vocational-technical school.

II. Program Design

The overall thrust of the project is to utilize an area vocational-technical school (AVTS) as a learning expedition and resource center for "reality bound" educational experiences in grades K-14.

Pennsylvania

The emphasis during the first and second years of the project will be on the use of existing curriculum materials as well as developing and modifying curriculum materials for the home school classrooms. The third year will be used to create curriculum packets and also to put the finishing touches on a school based model wherein area vo-tech schools, along with the high schools, can be used as a focal point for the career awareness, career exploration and career preparation of all students.

III. Program Components

Elementary Career Awareness -- As part of the Career Awareness phase, students in the elementary grades will be exposed to and handle actual materials and equipment in the various occupational clusters of the AVTS. These activities will be coordinated with Language Experience Based learning themes in the home school classrooms.

Junior High or Middle School Career Orientation and Exploration -- As part of the Career Orientation phase, students in the middle school grades will receive "hands on" experience at the AVTS. Ninth grade students will serve two one-week periods of classroom apprenticeship at the AVTS.

Job Preparation in Grades 10-14 -- As part of the Career Preparation phase, students in grades 10-14 will pursue programs that integrate both home school and AVTS curriculum modules to provide a Competency Based Education based on Criterion Referenced Measures. Work study and cooperative education experiences will be an integral part of the preparation programs.

Placement Activities -- will be coordinated by a placement and industrial relations officer, for exiting students and will include placement in (a) immediate employment, (b) post-secondary occupational programs and (c) higher education programs.

IV. Unique Features

Utilization of an area vocational-technical school as a learning expedition center for all grade levels

Coordination of learning centers in the classroom with learning expeditions

Involvement of ninth grade students in a one week apprenticeship at the AVTS

Use of an area vocational-technical school as a resource center

Development of a K-14 Career Guidance Continuum in conjunction with curriculum development

Use of Technical Advisory Committees for the Career Clusters

Involvement of state hospital school children in Career Education

STATE AND PROJECT NUMBER:	Pennsylvania V361093
TITLE OF PROJECT:	BHQ Career Education
PROJECT DIRECTOR:	Jane H. Robertson Allegheny Intermediate Unit Two Allegheny Center, Suite 1300 Pittsburgh, PA 15212
APPLICANT ORGANIZATION:	Allegheny Intermediate Unit
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$315,005
DURATION:	July 1973 through June 1976

Site Information: Allegheny County Intermediate Unit has chosen three districts--Baldwin-Whitehall, Highlands, and Quaker Valley to initiate an exemplary program in career education.

The Baldwin-Whitehall School District is composed of two boroughs and one township. The area is suburban in nature, with a total population of approximately 46,000. The district is served by 15 public schools and three private schools, with an overall student enrollment of 11,219. There are 474 identified disadvantaged in the district with .5% black and .2% non-caucasions.

The Highlands School District, includes the townships of Fawn and Harrison and the boroughs of Tarentum and Brackenridge. The area is suburban in character, but includes heavy industrialization along the Allegheny River. The total population is 32,647. The district is served by 13 public schools and 2 private schools, with an overall student enrollment of 6,523. Identified disadvantaged are approximately 800 or 13.6% -- ethnic distribution includes 143 total non-caucasians, 130 black, and 13 orientals.

The Quaker Valley School District is composed of nine boroughs and two townships. The area is suburban in character, with a total population of 15,632. The district is served by six public schools and two private schools, with an overall enrollment of 2,563. There are 157 families that are identified disadvantaged; of these 21 are below poverty level. Ethnic composition is extremely mixed including 9% black enrollment or approximately 235 students.

Description of the Program

I. Administrative Structure

The Project Director is on a full-time basis in the Intermediate Unit. In the three districts a part-time coordinator is assigned to the project.

Pennsylvania

Key teachers, fifteen (15) in each district will be extensively in-serviced the first portion of the project and they in turn will in-service, in district, their grade level teams.

II. Program Design

"BHQ Careers" is a program to bring about career orientation throughout K-14 in the above specified districts. These three districts are suburban communities to Pittsburgh, and were selected among other competing districts because of: (a) their special interest in such a program (b) their emerging capabilities in career education as demonstrated by active commitments of staff and facilities (c) and, their community representations of size and socio-economic variables.

A "Careers Resource Center" will be initiated as an arm of the library in each school district, wherein resources will be accumulated, identified in accordance with the Careers Cluster concept and made available to teachers, students and the community. These centers will be open 2 evenings each week with a counselor available to facilitate optimum community use.

The first year curriculum development and adaptation will take place on five grade levels; 3, 6, 7, 10, and 12. The second year, the interim grades will become involved and also the post-graduate component will be developed for 13 and 14. The third year, all teachers and all students will be included and the ongoing piloting revision and in-service effort will continue.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work and Career Decision-Making Skills -- Beginning with the kindergarten level, children will be encouraged and given the opportunity to consider how they fell about what they are doing or experiencing as a prelude to decision making in the future. Guidance components and values will be integrated into the curriculum. Now, counselors will act as resource people to classroom teachers to assist students to evaluate who they are, where they are going, and how to best get there. The evaluation design includes assessment of this accomplishment.

School counselors and other guidance personnel will assist teachers in planning curriculum and aiding pupils who need and will benefit from experiences outside the normal educational environment.

Elementary Career Awareness -- In Grades K-6, the students will be encouraged to acquire positive attitudes about work and school relationships, as well as to develop self-appraisal techniques concerning talents and aspirations.

Pennsylvania

Junior High School or Middle School Career Orientation and Exploration -- In Grades 7 and 8, career exploration and development of employability skills will be encouraged through the use of career cluster investigations. Youngsters will be encouraged to develop positive goals and to persistently evaluate their prerequisites.

Job Preparation in Grades 9-14 -- In Grades 9 and 10, students will continue their exploration of careers and will begin an in-depth evaluation of their own career potentials. Students may take advantage of one- or two-day work assignments in the community to be followed by student reports. This activity will continue to be available to youngsters through Grade 12. In Grades 11 through 14, students may enter job preparation programs or continue their exploration activities. The program at this level will be characterized by job preparation opportunities, continued study of related job clusters or job descriptions, part-time employment, field visitations, and heavy counseling. In addition, provisions will be made for concentrated career courses in an evening school program for youngsters who have left school by graduating or dropping out.

Placement Activities -- Guidance counselors will assist with mini-workshops on career preparation, interview techniques, and application forms. Efforts will be made to provide placement for all students whether they are seeking job entry, technical schools, junior colleges, or four-year degree institutions.

STATE AND PROJECT NUMBER:	Pennsylvania V361134
TITLE OF PROJECT:	A Comprehensive Career Education Model K-14
PROJECT DIRECTOR:	Mr. Stanley B. Cohen Director of Skills Centers School District of Philadelphia 634 Schuylkill Avenue, 7th Floor Philadelphia, Pennsylvania 19146
APPLCANT ORGANIZATION:	School District of Phildelphia Parkway at Twenty-First Street Philadelphia, Pennsylvania 19103
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$315,000
DURATION:	July 1973 through June 1976

Site Information: The Philadelphia School System is the largest school district in the state of Pennsylvania. The system is divided into eight separate districts having its own district office operating under the jurisdiction of the Superintendent of Schools. The system has a student enrollment of 289,039 and an operating budget for 1973 of $369,190,473. The racial make up of our system is as follows: 61% Black, 4% Spanish Speaking and 35% all others.

The Philadelphia Public Schools are organized as elementary schools, middle schools, junior high schools, high schools and vocational-technical high schools. The number of grades varies at all levels. Most elementary schools go through sixth grade, some to seventh and eighth. All junior high schools have grades seven through nine. Most high schools have grades 10 through 12, although some high schools begin with 9th grade.

Description of the Program

I. Administrative Structure

The Director of Skills Centers will have overall responsibility for the operation of the Comprehensive Career Education Model K-14 program. The Advisory Council for Vocational Education of the City of Philadelphia which includes representatives of community, business, industry and labor will be utilized in all phases of the planning and operation of the program. The Council will report directly to the Executive Director of Career Education. In addition, a special advisory will be organized for this proposal. This committee will be composed of the Director of the Pennsylvania Research Coordinating Unit, Dr. Carroll Curtis, and the following members: Dr. Wade Wilson of Cheyney State College, Dr. Adele Schrag of Temple University, Mr. John Haas of Rohm and Haas, and Mrs. William Schobert, President of the Home and School Council. The committee, along with the Project Coordinator will report directly to the Director of Skills Centers.

Pennsylvania

Two consultants will be involved in conducting staff development and will report to the Project Coordinator. The Career Guidance Specialist and teachers will be responsible for coordinating materials and providing instruction in the skill development areas and will report to the Project Coordinator.

II. Program Design

The five phases of development in the program are: (1) The increase of pupils' self-awareness by providing them insight into their skills, potentials and abilities which would relate to the world of work. (2) The promotion of career awareness, including awareness of the professions, among program participants. (3) The provision of opportunities for career exploration. (4) The provision of skill development in the business, metal and communication clusters, and (5) The provision of job placement and counseling services for students upon leaving school.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Guidance and counseling activities will be implemented at all levels, inside and outside the classroom environment, to develop, within the child, a positive self-image, positive attitudes towards work, career awareness and decision-making skills. Increasing emphasis will be placed on the child's relationship with the world of work, and the skills necessary to be a participating entity in that world, as the child progresses through school.

Elementary Career Awareness -- Career awareness and self-awareness will be developed at the K-6 levels through a variety of activities and approaches. The children will be exposed to careers through in-class activities, meetings with role models, small group discussions, "hands-on" activities and integration of Career Education concepts into the regular teaching programs. Decision-making skills will be developed through a teaching technique which daily makes the child a decisionmaker thus having to establish goals, seek alternatives, and choose a course of action.

Junior High of Middle School Career Orientation and Exploration -- Career awareness at levels 7-8 will be expanded to involve the children in exploratory activities in the skills laboratory housed in the public school. The "World of Contruction" and "World of Manufacturing" will be used to give the children in-depth experiences within these two clusters. The children will also be involved in weekly trips to the area vocational-technical school, where they will be paired, on a one to one basis, with vocational students who will take the leadership role for "hands-on activities." In conjunction with the above trips, the children will also meet with role models at on-site locations. Students in the 8th and 9th grades will receive training and evaluation with the Singer Vocational Evaluation System. Ninth grade students will be afforded a complete trade explorative program at the area vocational-technical school.

Pennsylvania

Job Preparation in Grades 10-14 -- Several alternatives will be used for the inclusion of cooperative education and work experience programs in the K-14 Career Education Plan. A newly-instituted job guidance counselor funded under the Vocational Education Act of 1968 will be actively involved in the development of resources through which students obtain employment and he will serve as the major coordinator for all work programs within the school. In addition all counselors within the school have participated and will continue to participate in a staff development program to help them more effectively provide leadership in developing guidance programs for job-bound youth. These programs will focus on helping students develop decision-making skills and ways in which to use these skills in educational and vocational planning. Among the options are: (1) Work Experience Programs, (2) Cooperative Office Education, (3) Distributive Education and (4) Cooperative Technical Education.

Placement Activities -- Job placement with "cooperative" employers and intensive skill development for students leaving school before graduation will be accomplished with counseling and the use of a job developer.

Other -- Field trips and visits to a variety of work locations will be expanded to grades K-8 during the second and third years of the program. Given the immediate need for intensive career exploration activities and the need for appropriate counseling and follow-up activities, it would seem reasonable to concentrate the resources of the first year on one target population for maximum impact and effectiveness. However, the experiences and knowledges gained on the part of the staff as well as students during the first year will facilitate the program's expansion during the second and third years of operation to include all students in grades K-8.

IV. Unique Features

Introduction to vocations in the elementary grades will involve "hands-on" occupational exploration for students.

Implementation of revised curriculum for career development activities.

Individually prescribed, self-pacing learning packages developed by a team including a vocational teacher and a basic learning skills teacher.

Use of the cluster concept for curriculum development.

The interrelationship between public and parochial school students in weekly activities at their home schools and, also, at the area vocational-technical high school.

STATE AND PROJECT NUMBER:	Rhode Island V361102
TITLE OF PROJECT:	Career Education - North Kingstown A Model for Open Education and Community Responsibility
PROJECT DIRECTOR:	Orrin Laferte, Director Career Education Box 356 North Kingstown, Rhode Island 02852
APPLICANT ORGANIZATION:	North Kingstown School Department
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$333,759
DURATION:	July 1973 through June 1976

Site Information: The town of North Kingstown is located on the western side of Narragansett Bay approximately 25 miles south of Providence, the State Capitol. North Kingstown is a rapidly growing suburban community whose major employer has been the large naval installations at Quonset Point and Davisville. Announced cutbacks at these installations are expected to seriously affect the economic base and population of the town for the next few years.

North Kingstown has a population of 29,793, an increase of 57% over the 1960 census. There are 308 private business firms including 15 manufacturing companies in the town. Of the 39 cities and towns in Rhode Island, North Kingstown ranks 33rd in median family income with a figure of $9,002. Of 5,932 families, 880 or 14.8% are below the Federal poverty criteria. About 19% of North Kingstown families earn in excess of $15,000 per year.

Total school population of 6,696 shows all but 5.2% white, with the balance of 350 composed as follows: 16 Indians (native Americans), 165 Blacks, 78 Asians, and 91 Spanish-surnamed.

The school department comprises nine elementary schools, two junior high schools and a senior high. All schools regardless of structure are moving towards the open individualized education format. Especially noteworthy is the open loft design at the high school, one of very few open space high schools in the country.

Description of the Program

I. Administrative Structure

Rhode Island

The project director will report through the curriculum director to the Superintendent of Schools. The director will establish an advisory council and employ a placement coordinator. The balance of the staff will be presently-employed school system personnel. Use will also be made of para-professionals and consultants. There will also be a Project Advisory Committee whose function will be to assist with the implementation and acceptance of the project within the community. The project staff encompasses all school personnel with only three--the project director, placement coordinator and secretary as direct staff.

II. Program Design:

The project is based on the concepts that people need to develop the ability to make wise decisions about their future and that learning is most effective when a person's current interests are incorporated into his learning activities. The K-12 design therefore incorporates a highly individualized format wherein students can make decisions about their learning activities based on what they see as their current interests. The elementary design is of the open education type with career-oriented interest centers forming the organizational pattern for individually-paced skill development and career awareness activities. The secondary design is based on an individualized career-oriented contracting system which is implemented by inter-disciplinary teaching teams. During the first year, pilot programs will operate in one elementary, one junior high, and the senior high school. By the end of the third project year, however, all students in grades K-12 will be involved in this highly individualized format.

III. Program Components:

Each of the seven goals set for the project contains a program objective and a learner objective. The goals are as follows:

1. Increase the self-awareness of each student.

2. Assist each student in developing favorable attitudes about the personal, social and economic significance of work.

3. Assist each student in developing and practicing appropriate career decisionmaking skills.

4. Assist in the development of the career awareness of each student in grades K-5.

5. Assist in the development of career orientation and meaningful exploratory experiences by each student in grades 6-9.

6. Assist each student in grades 10-14 in preparing for a job in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education.

7. Insure placement of each exiting student in either: (a) a job; (b) a postsecondary occupational program; or (c) a baccalaureate program.

IV. Unique Features:

1. Non-graded team approach.

2. Interdisciplinary contracting system at the junior and senior high schools.

3. Open loft structure at the high school.

STATE AND PROJECT NUMBER:	South Carolina V361011
TITLE OF PROJECT:	An Exemplary Career Education Effort in School District II of Richland County
PROJECT DIRECTOR:	H. Dale Holden Director of Career Education School District II of Richland County 6831 Brookfield Road Columbia, South Carolina 29206
APPLICANT ORGANIZATION:	School District II of Richland County
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$415,657
DURATION:	June 1973 through June 1976

Site Information: School District II of Richland County serves a student population of over 10,000 with six elementary schools, a middle school, a junior high school, a combination middle and junior high school, and a senior high school. Seventy-one percent of the students reside in suburban areas of Columbia and the remainder in primarily rural areas. The minority student population is approximately sixteen percent. Although the family income of approximately sixty percent of the student body is above average for the metropolitan Columbia area, twenty percent of the students come from homes classified as severely disadvantaged. The school district covers an outlying rural area as well as the northeastern suburbs of Columbia, a location that affords numerous community resources including the headquarters of all state agencies, the major state university, numerous private and public post-secondary education institutions, and representatives of major factions of the state economy.

Description of the Program

I. Administrative Structure

The exemplary Career Education effort in District II began operation in July 1973, under the joint supervision of the District Superintendent and the State Department of Education. To maintain close coordination of this effort with all other district programs, the project director serves as the District Director of Career Education. The remaining project staff includes: an associate director, who with the director oversees the general project administration and provides assistance to elementary and middle

school teachers; a junior high school coordinator and a senior high school coordinator, both of whom assist teachers in planning and implementation; a placement coordinator who is responsible for the placement and follow-up activities; a placement secretary; and two staff assistants who assist teachers with arranging resources such as field trips, speakers, and materials.

II. Program Design

The first year all students through the ninth grade are involved in Career Education through efforts that refocus the existing curriculum. During the same time, a high school task force will develop and pilot various approaches which will be in full use by all high school teachers by the second year of the project. In addition, special activities will be developed and implemented at all levels to meet specific student needs. These may include special guidance efforts, unique curriculum additions, intensive training programs, and work experience activities.

III. Program Components

The overall goal of this effort is to infuse major Career Education concepts into the total curriculum. Rather than focus upon a product, this exemplary program will identify processes that lead to the desired goal of an expanded curriculum that includes Career Education emphases. As a first step the district administration and the project staff developed a working definition of Career Education that includes the broad concepts to be infused, including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills.

Overall Guidance and Counseling Emphasis--Within the district's working definition of Career Education are six major areas of emphasis, which reflect both district thinking and national trends. Three of these areas -- self-awareness and understanding, attitudes and appreciations, and decision-making involve guidance-oriented concepts and approaches, while the other three areas of emphasis -- career awareness and preparation, economic understanding, and educational awareness are of a more cognitive nature. The depth at which students become involved in these six areas will be a function of their needs and their readiness, through an approach which moves away from the standard focus of awareness, exploration, and preparation.

Elementary School Career Awareness -- In grades K through 5 teachers will define subconcepts, appropriate for their students and plan methods of infusing these into their curriculum. By building upon existing subject matter concepts, the Career Education effort will become a continuous, integrated process. Tehcniques designed to involve the students in related classroom activities and community situations will be encouraged. Summer workshops for all teachers at this level will be offered as well as on-going staff assistance throughout the year, enabling all elementary teachers to be involved in this effort by September 1973.

South Carolina

Junior High School Career Orientation and Exploration -- For grades 6 through 9, the areas of emphasis are the same as is the basic approach of infusion into the existing curriculums of all teachers. In addition, Career Information Centers will be utilized to provide a variety of occupational information to all students. The guidance counselors will assist both teachers and students in the aspects of Career Education most directly related to guidance. Teachers at these levels will be offered both summer inservice and continuous staff assistance.

Job Preparation in Grades 10 through 14 -- A similar but somewhat extended process will be used in grades 10 through 12. In September 1973, a task force of high school teachers, representing the basic subjects, will begin to work with the project staff to identify ways of infusing the same basic concepts into their classes. Special emphasis will be placed on exploring the community and on meeting the individual students interests and needs. A Career Information Center will also be established at the high school. By mid-year, teachers will be ready to pilot various approaches, and by September 1974, all high school teachers will be involved in Career Education. In addition, many existing high school programs will be expanded to supplement the Career Education effort, including various guidance efforts and exploratory vocational activities open to all students. An Alternate High School will offer all students the option of attending classes in the evening as well as during the day. Another emphasis at the high school level is preparation for continuing education. A Post-Secondary Advisory Committee will work with district staff to facilitate the continuation of college-level credit courses for high school students, cooperative training programs at the technical schools, and other related coordinated efforts.

Placement Activities -- A student placement office will be established in September 1973, to assist students in finding part-time employment and job exploration sites, as well as to assist in placing high school and college graduates in permanent positions of their choice. Other opportunities for individual students to explore various work roles will be provided by a Community Service Corps. In addition, a computerized five-year follow-up program will be established to facilitate the school's assessment of its overall effectiveness.

Other Activities -- Each school in the district will have a basic professional Career Education library, and a central resource center will be established to supply teachers with special materials upon request. In addition to the Career Information Centers at the junior and senior high schools, each school's library will provide related materials for teachers and students.

IV. Unique Features

A planning process that enable all teachers in a district with 10,000 students to involve all students in a basic Career Education program within one year

An on-going assessment and developmental effort that identifies student needs and pilots programs to meet those needs

An approach to community involvement that includes basic awareness, group and individual experiences, student volunteer services, job exploration and employment

A computerized student follow-up system

STATE AND PROJECT NUMBER:	South Dakota V361015
TITLE OF PROJECT:	Statewide Implementation of K through 14 Project of Career Education, Occupational Counseling & Bridging the Gap Between School and Work
PROJECT DIRECTOR:	Mr. Clayton Carlson Division of Vocational Education 222 W. Pleasant Drive Pierre, South Dakota 57501
APPLICANT ORGANIZATION:	South Dakota State Board of Vocational Education, Division of Vocational Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$329,289
DURATION:	July 1973 through June 1976

Site Information: Although located physically in Watertown, South Dakota, the project will have a statewide orientation, serving the 200 public and private schools of South Dakota over a three-year period. Pockets of high unemployment exist in the state, particularly on the Indian reservations, and under-employment results from the many people who work at part-time jobs because full-time employment is not available to them. Others work at jobs where their skills are under-utilized. The state's per-capita income has historically lagged that of most of the states. In 1970 it was 85.5 percent of the Plains States average and 80.7 percent of the national average. Data from the 1970 census shows that 18.7 percent of all persons in South Dakota have incomes below the poverty level.

The first year the project staff will concentrate on five geographic areas and approximately fifty schools; the second year, in eight geographic areas and the remaining schools. The project will finally include a secondary school population of approximately 85,645 students, of which 3,305 are minority students. The majority of these minority students are American Indian Students (3,134). There are approximately 11,623 American Indian Students in the elementary and middle school components. All these students will participate in the program.

Description of the Program

I. Administrative Structure

The Project Director will provide leadership and supervision for the project staff and will work with the Division of Vocational Education through the

regular administrative channels. An advisory committee will be utilized to provide the Project Director with feedback regarding the local school operation of the project. The advisory committee for the statewide project will include the Assistant Director of Vocational Education and selected staff members. Teachers and administrators from schools having participated in the original Exemplary Program will also be represented. In addition, the committee will be composed of representatives from the Business Community, Private Schools, Labor, Student Bodies, and Parent Groups. Specific ad hoc advisory groups will be developed and utilized where they will be advantageous to the success of the project. Other Key project personnel will include an Elementary Occupational Education Curriculum Specialist, a Secondary Occupational Education Curriculum Specialist, an Occupational Counseling Sepcialist, and an Information Dissemination Specialist. On the local level, a contact person will be selected in each of the schools. This consultant will function as the person responsible for the program at the local level.

II. Program Design

Two major objectives are to be accomplished on a statewide basis. The first is to assist all public and private schools in implementing Career Development programs in their individual schools. The second is to provide every student an opportunity to develop self awareness, a favorable attitude toward work, and to assist each student in developing and practicing appropriate career decision-making skills. These objectives will be accomplished through the development of a statewide program of in-service education for the teaching staff, counselors, and administrators in the schools of South Dakota.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- The Occupational Counseling Specialist will work closely with the present counseling personnel and staff in the field of occupational counseling. This program will help counselors, who are presently academically oriented and tend to think only in academic terms, to see the overall benefits to be derived from meeting the total needs of young people. This effort will be carried out on a statewide basis through a series of in-service workshops for counselors.

Elementary Career Awareness -- The emphasis of career awareness and career exploration programs at the elementary level is on individual development, rather than on career selection. Occupational information will be integrate into the K-6 curriculum through field trips, math, reading, art, dramatics, literary and musical curriculum concepts and materials relating to career development; through a revised testing program; and through a study of the career life models of a variety of people. Interest surveys in the sixth grade will help students become aware of their growth as individuals.

South Dakota

Junior High or Middle School Career Orientation and Exploration -- In the junior high school all students will have an opportunity to explore many kinds of careers through exposure to career clusters and to examine the education or training needed to enter them. At this level, the emphasis becomes much more of a direct correlation between specific disciplines and the world of work. Despite the more specialized approach, each student's course of study is still designed to allow him thorough exposure to all of the career clusters.

Job Preparation in Grades 10-14 -- Senior high school students can explore one or more of twelve career clusters in depth, and focus on specific decision-making. As students begin to develop self-established career goals, guidance and counseling services are provided to help each individual make an educational plan toward the tentative goals he has set. On-the-job observation programs will be provided. Special programs designed to bring community resources and interested groups of students together will be developed. A program of released time for secondary students wishing to arrange appointments for on-the-job observation and exploration will be incorporated. Scheduling methods will be provided to facilitate scheduling secondary students to be released early during the day to assume part-time employment.

Through informational tools being developed by the project, general registration college students will be assisted in making decisions on major fields of study. An interest inventory, a job analysis worksheet, and an educational planning worksheet will be utilized. A career advising and placement guide, with sections on career planning information, job opportunity ratings, areas of employment, and suggested course options will be developed for this purpose.

Placement Activities - A systems approach to placement will be implemented and the students will be guided into contacts with professional workers, laymen, and parents. The model will include such activities as preparing students for meetings with employers, involving students in the operation of a Job Placement Service, and establishing an Advisory Council representing business, industry, labor, community agencies, teachers, administrators, students, and parents. Cooperation with employers, community agencies, teachers, and counselors will be emphasized. The placement program will be publicized, as will its findings on local job opportunities. There will be a follow-up of students that leave high school, by graduation or by dropping out, to determine program effectiveness.

The project will also aid in the promotion of a followup of vocational-technical school graduates in the state, detailing the kinds and locations of employment and salaries. This would be done in conjunction with a labor market survey made available to high school and vocational-technical school counselors, giving such information as the number of graduates, number of jobs reported, number of graduates placed, and average starting salaries. The project would provide funds and technical assistance for this study. The project will also cooperate in placement activities for vocational-technical graduates to be conducted under a proposed grant to an educational institution or agency in the state for this purpose.

STATE AND PROJECT NUMBER:	Tennessee V361184
TITLE OF PROJECT:	Tennessee Exemplary Project in Career Education
PROJECT DIRECTOR:	Dr. H. Brown Griffin Director of Career Education Greeneville City Schools P. O. Box 30 Greeneville, Tennessee 37743
APPLICANT ORGANIZATION:	Greeneville City Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$456,319
DURATION:	July 1973 through June 1976

Site Information: A total of fourteen schools will be involved in the Tennessee Exemplary Projects in Career Education. These schools include eleven elementary schools, one junior high school, and two senior high schools. By the second year of the project, 100% of the students in the Greeneville City Schools and 28.53% of the students in the Greene County Schools will be involved in the program. Approximately 25% of the students come from homes classified as disadvantaged. Greeneville has a population of 13,722 which is about one-third of the population of Greene County. The ethnic composition of the city is 8% black and 92% white as compared to 12% black and 88% white for the country. The area includes a vocational-technical school, a major state university, private and public post-secondary education institutions, and major representatives of business and industry.

Description of the Program

I. Administrative Structure

The project will operate under the joint supervision of the Superintendents of the Greeneville City School System and the Greene County School System and the State Director of Vocational Education, Tennessee Department of Education. An Executive Committee has been established to serve in an advisory capacity for the project. Implementation committees, including central office personnel, administrators, parents, and students have been established. The Project Director will be responsible for overall activities and will report to the Greeneville City Superintendent assigned to insure the coordination of the career education activities within the project districts. The project staff will also include a Secondary Project Coordinator, an Elementary Project Coordinator, and a Placement Coordinator.

Tennessee

II. Program Design

By the second year of the project, 100% of the students in grades K-12 in the Greeneville City Schools and 28.53% of the students in grades K-12 in the Greene County Schools will be participating in career awareness, exploratory, and preparation activities. An operational post-secondary component will insure the articulation of the secondary career preparation program into job placement, vocational-technical training, two-year post-secondary institutions, and four-year colleges or universities.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Product and process objectives for achieving this component are built into the program for each grade level K-12. As the student progresses through school, increased emphasis will be placed on career choice and its personal consequences for the individual.

Elementary Career Awareness - Teachers in grades K-6 will develop comprehensive career education instructional units embracing subject matter concepts. Each unit will be divided into several mini-units which will allow the teacher to focus on particular aspects of the career development process such as self, hands-on experiences, community contacts through resource persons, and field trips. "Experience Carts" equipped with tools and materials will be available to each project elementary school. Specific types of supporting guidance activities will be designed to meet the needs of students.

Middle School or Junior High Career Orientation and Exploration -- An "Introduction to the World of Work" class will be scheduled into the regular curriculum with all ninth grade students enrolled. All teachers will be involved in projecting career concepts as they apply to the subject area being taught. Special career education learning experiences will be designed for all students which will involve the integration of subject matter areas. The following electives will provide career exploratory activities: Home Economics, Shop, Music, Art, Typing, Health, Science, and Social Studies. During the exploration phase students will be encouraged to begin taking a closer look at their interests and abilities as these relate to their future career goals. Career education units will emphasize involvement activities, community resources, and field trips. The guidance staff will be available to assist individual students as well as help plan the instructional program. A career information center will be established in each guidance suite and/or library and will contain the latest career and job information in a variety of formats ranging from filmstrips, pamphlets, and books to microfiche cards.

Job Preparation in Grades 10-14 -- At the high school level students will begin preparing for their chosen career. By the time of graduation, each student should be prepared to continue his education in keeping with his career goals or to obtain employment in a field in which he has an interest and ability. The heart of the program at the high school level will be a relevant instructional program. Career development concepts and activities will be implemented in all areas of the high school curriculum. The utilization of community resources, involvement activities,

and field trips will be linked closely to subject matter concepts. Instructional experiences, developed jointly by the teacher and student, will involve work experience, practical activities, and academic activities. Each high school will employ an "off-role" teacher which will permit the regular staff members to serve as contract coordinators and develop instructional work experiences for the students. Intensive training and placement will be provided for high school seniors and/or dropouts who have not made a career decision. A career information center will be organized in the guidance offices and/or libraries of each high school.

A very important element of the secondary and post-secondary phase of the project will be the intensive training program. In this program any student leaving school before graduation, after graduation, and/or after beginning work who has not made a suitable career decision may enroll in the intensive training program and receive the training necessary to enter suitable employment, update his skills for his present job, or to enter different work more suitable to his skills, aptitudes, and interests. The intensive training progam will be available through the Greeneville-Greene County Area Vocational School after regular school hours. Another important part of the post-secondary phase of the project is placement. Every student will be provided with counseling and other services necessary for placement in Vocational School, Community College, Area Post-Secondary Technical School, College or University, or on the job. A concentrated effort will be made for at least a two-year follow-up of all students leaving our schools and direct assistance will be provided during this time. Placement assistance will be provided for a longer period of time, if needed. Local Vocational-Technical Schools, Community Colleges, four-year Colleges and University, local industries and business will be utilized in these programs.

Placement Activities -- It is recognized that intensive guidance services must be provided in preparation for placement in a job or in a program of further education. In order to facilitate the placement process, a placement team will be organized as a part of the career education program. Under the direction of the Project Placement Coordinator, the placement team composed of high school counselors, the vocational school counselor, and teachers will asume the responsiblity for coordination with the Employment Securities Commission, local business and industry, vocational teachers, and others. Students will be placed for work experiences, for part-time work when needed to stay in school, for full-time work upon leaving school, and for further training in post-secondary technical institutions or institutions of higher education.

Other -- Ninth grade students will enroll in "Introduction to the World of Work 228" which will make students aware of careers, orient students to career opportunities, and allow students to explore career opportunities and responsiblities. Senior high school students will enroll in "Career Preparation 660" through which they will have access to experiences in careers through the Community Experience Resource of industries, hospitals, city and county government agencies, residences for the aged, schools as teacher aides, welfare programs, recreational agencies and through business and professional persons.

STATE AND PROJECT NUMBER:	Texas V361070
TITLE OF PROJECT:	Coordinated Effort for Career Education
PROJECT DIRECTOR:	Sidney K. Peveto 6101 Highway 691 Grayson County College Denison, Texas 75020
APPLICANT ORGANIZATION:	Grayson County College
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$322,068
DURATION:	July 1973 through June 1976

Site Information: Grayson County, Texas is located sixty miles north of Dallas, on the Oklahoma border, in North Central Texas. Participating in the CECE project are the county college, 12 high schools, 6 junior high or middle schools, 28 public elementary schools, a parochial elementary school, and the County Superintendent of Schools Office. Approximately 20,000 students attend the participating schools. The county is representative of standard metropolitan area surrounded by rural and semi-rural areas. At present, minority groups, mostly blacks, constitute 8.6% of the total county population. More than half of the students of the county reside in the cities of Sherman and Denison. Blacks, Indians and Mexican-Americans compose 11.4% of the student population. About 14% of the students come from families in the county who receive annual incomes of less than $3,000. Grayson County has an economically active population, with 41.6% participating in the labor force. The labor force is composed of 58.8% males and 41.2% females. Over 30% of the Grayson County workforce is employed in manufacturing.

Description of the Program

I. Administrative Structure

The project will operate under the direction of a Steering Committee composed of the Superintendents from each of the twelve school districts. A Career Advisory Council selected from citizens of the community will advise the Steering Committee and project staff. The project director and project staff are employed by Grayson County College and are responsible to the President, who is guided by the Steering Committee. The project staff includes: an assistant to the director, seven career awareness consultant-coordinators, two occupational investigation teachers, four career exploration teachers, three counselors, a director of computer-assisted guidance, a coordinator of placement and follow-up and four secretaries.

Texas

II. Program Design

By the third year of the project all students in K-12 will be participating in career awareness, investigation, and group guidance activities. In addition an operational post-secondary component will insure the articulation of the secondary career preparation programs into 2-year post-secondary insitutions.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Process and product objectives for achieving this component are built into the program for each grade level K-14. As the youngster progresses through school, emphasis will increasingly be placed on career choice and its personal consequences for the decision maker.

Elementary Career Awareness -- Consultant-coordinators of CECE will work with teachers in grades K-7 to adapt and to develop educational materials for the existing curriculum to provide students with an introduction to the world of work. Career concepts will be introduced into the curriculum, including: self-awareness, technology, society, and economics. Community contact will be provided through field-trips and resource speakers.

Junior High or Middle School Career Orientation and Exploration -- A semester course in career education will be required for all eighth grade students in which they will be given the opportunity to observe and study in a systematic manner the fifteen occupational clusters identified by the U. S. Office of Education. These investigations will build upon the awareness of the world of work that is begun and sequentially developed in the kindergarten and elementary grades. Activities outside the organized classroom to investigate career areas will include field trips, school projects, clubs and part-time employment. Self concept, self-awareness and career choice will be an integral part of the investigation component. Four pilot schools will offer a year's course in which students will be given an in-depth study and experiences in four occupational clusters: Business and Office, Communications and Media, Fine Arts and Humanities and Health. There will be one CECE teacher provided for each cluster. Students completing any of these clusters will be equipped with a marketable skill that will enable him to enter into the labor force should the need or desire arise for him to do so.

Job Preparation in Grades 10-14 -- Three CECE counselors in cooperation with the other school counselors will administer and interpret the General Aptitude Test Battery to all 9th and 10th graders of the county.

Small group guidance sessions will be held for a majority of the 11th and 12th grade students providing occupational information, self-awareness, and employment techniques. The CECE coordinator of computer-assisted guidance will direct the use of the Computerized Vocational System utilizing computer terminals with printers at the county college and three high schools. Students will receive

information concerning occupations, trade and technical schools, apprenticeship programs, local jobs, four-year colleges, the county college and the military. Speakers from the tours of local industries will be an integral part of the job preparation phase.

Placement Activities -- The CECE Placement and Follow-up Coordinator will assist high school and junior college students on a county-wide basis in finding full or part-time employment and in running a follow-up study on all students for five years after they graduate or terminate their education. The coordinator which will be located on the college campus will work closely with the Texas Employment Commission, local business and industry, and school counselors, and direct our annual Career Interview Day for high school seniors.

IV. Unique Features

The project will be administered by Grayson County College on a county-wide basis. The CECE project has published An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education, a nation-wide, authoritative delineation of what job families and occupations fall under each cluster.

STATE AND PROJECT NUMBER	Texas V361108
TITLE OF PROJECT:	A Career Education Counseling Project
PROJECT DIRECTOR:	C. Thomas Cron, Ed.D. Career Education Project Coordinator Corpus Christi Independent School District P. O. Drawer 110 Corpus Christi, Texas 78403
APPLICANT ORGANIZATION:	Corpus Christi Independent School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$322,068
DURATION:	June 1973 through June 1976

Site Information: Corpus Christi Independent School District includes, for grades K-12, 42 elementary schools, 12 junior high schools, 5 high schools and 1 secondary-level alternative school. The district's 45,000 enrollment reflects a 58.91% minority student population, incuding 53.33% Mexican-American and 5.58% Negro-American, by 1972 figures. Corpus Christi is an urban area with a population of 204,515. Approximately 146,000 residents of Corpus Christi are within Corpus Christi School District boundaries. The median family income for the school district is $7,806. Of families residing within the district, 26% have incomes under $5,000; 35% have incomes above $5,000 but less than $10,000; 35% have incomes above $10,000 but less than $25,000; and 4% have incomes above $25,000. The incorporated limits of Corpus Christi include a number of private schools, as well as parts of four additional independent school districts, all of which were in existence in suburban communities before extension of city boundaries and which have maintained their separate structure. While the Corpus Christi Independent School District includes the heart of the city, there is no "inner city" area as such, although there are poverty areas. Corpus Christi is a major port city; the seat of county government, business and trade; and includes a city-supported junior college, a state-supported upper-level university and a variety of well-established cultural institutions.

Decription of the Program

I. Administrative Structure

The project will operate under the leadership of the superintendent of schools and be supervised by the Assistant Superintendent for Instruction. The Project Director will work under the direction of the Director of Developmental Services and will report to the Assistant Director of Career Education to insure the coordination of the career education activities into other district programs. The project staff will include: an elementary school guidance counselor, three guidance specialists, a project secretary, and five secretaries assigned to the high school career guidance and placement centers.

Texas

II. Program Design

The first year of the project will be spent in planning and implementation in a selected number of schools. Continuous staff development will introduce teachers and counselors to the concepts of Career Education and the instructional materials that will be used, with emphasis on techniques and processes. During the second year the Career Program will be expanded to other elementary and junior high schools in the district. At that point its direction will depend on the results of an evaluation of the project components.

By the third year of the project all students in grades K-12 will be given opportunities for increasing their self-awareness and in developing and practicing appropriate career decision-making skills. Students will be given information about jobs and help in developing attitudes about the personal, psychological, social, and economic significance of work. In addition, an out-of-school youth component will provide counseling services and job preparatory training courses. The project will utilize a community advisory committee to provide suggestions and reactions.

III. Program Components

Overall **Guidance and Counseling Emphasis, Including Self-Awareness Attitudes** Toward Work, and Career Decision-Making Skills -- The project centers on orienting the counseling staff to serve as catalysts for implementing a career-oriented curriculum. The scope and sequence of the program provides that students develop competencies necessary for living and making a living and appropriate attitudes toward work and the worker.

Elementary Career Awareness -- In grades K-6, stress will be placed on developing the child's career awareness with respect to the variety of career choices available. Career awareness will be related through the small group process. The upper elementary program will feature extensive use of resource people from the community using a game approach as well as the utilization of materials designed to improve the students' decision making skills.

Junior High or Middle School Career Orientation and Exploration -- The career education junior high component will provide input and continuity to the program which was begun in the elementary school component. In order to accomplish this, it will be necessary to redirect the junior high school curriculum to place a greater emphasis on career orientation and meaningful exploratory experiences for all students. A career resource center will be established at the junior high school level to house the materials and resources needed to implement the project. Career investigation and exploration will be carried on by the student through the use of the resource materials in the resource center and through classroom activities directed by the counselors and classroom teachers. A course at the eighth grade level in career exploration and personal awareness will be developed.

Texas

Job Preparation in Grades 10-14 -- Provision for a variety of experiences will enable high school students to make a career choice and/or prepare for career advancement. Through extensive exploration of selected occupations, students will become aware of a larger number of occupations competencies and/or academic backgrounds necessary to their chosen career.

A career guidance and placement center under the direction of a career guidance specialist will be provided and equipped with a wide variety of selected media to assist students and teachers in developing the objectives of the program. Through the career guidance and placement centers located in the high schools, and with the assistance of the Texas Employment Commission and other local agencies, out-of-school youth under 21 will be provided the opportunity to enter job preparatory training courses during the evening hours in existing facilities.

An informal liaison with the local Junior College District will provide for the articulation of programs for out-of-school youth and for additional studies leading either directly to a career or further education.

Placement Activities -- Included in the high school structure will be a job placement feature for both in-school and exiting students. This will give additional preparation and training for in-school students, and ensure exiting students will be able to move into (a) a job, (b) a post-secondary vocational or technical program, or (c) a baccalaureate program.

Other -- Parallel to project activities will be a work-study program for school dropouts operated on a twelve-month basis with funds provided by the Texas Education Agency. This separately funded program will provide coordinated on-the-job training with related studies being held in the evening hours under the direction of a vocationally qualified and certified instructor-coordinator.

IV. Unique Features

Integration of counseling and instruction

"It's Great-To-Be" program at elementary level

Initial program will reach the largest number of students who have academic, socio-economic, or other handicaps

Community advisory committee

Application of teaching-learning strategies from the area of group dynamics

STATE AND PROJECT NUMBER	Texas V361177
TITLE OF PROJECT:	Project RACE: Researched Activities for Career Education
PROJECT DIRECTOR:	C. Jack Finley Weatherford High School 1007 South Main Street Weatherford, Texas 76086
APPLICANT ORGANIZATION:	Weatherford Independent School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$322,065
DURATION:	July 1973 - June 1976

Site Information: Weatherford Independent School District includes four elementary schools, one middle school, and one high school. The city of Weatherford has a population of approximately 11,750 and the entire county of Parker, a population of about 33,888. Weatherford Junior College is part of the local educational facilities. The district is basically of rural nature. Approximately 5,969 students are involved in grades K-14. The majority of the student population is Anglo-American with about 9% minority student population. These include American Indian, Negro, Oriental, and Mexican American. The majority of the families are classed in the upper-lower and lower-middle class according to the socio-economic levels. The Dallas-Fort Worth Metroplex is located to the east and Mineral Wells to the west, all connected by I-20 and US 80 and 180. A large number of those employed work in these areas. The Fort Worth-Dallas area includes several major universities, private and public post secondary educational institutions and major representatives of the business, industry, and labor portion of the state economy. A new International Airport is being constructed between Fort Worth and Dallas. It is reasonable to conclude this as being an excellent location in relation to metropolitan area transportation and communication.

Description of the Program

I. Administrative Structure

The project will operate under the monitoring of the Director of Occupational Research and Development of the Texas Education Agency, and under the supervision of the Superintendent of Schools, Weatherford Independent School District. The project director and his staff will work with the elementary and secondary principals to insure the coordination of the career education activities in the entire district program and will be directly responsible to the Superintendent of Schools. The project staff is structured as follows: Project Director,

Texas

Elementary Career Awareness Coordinator, Elementary Counselor, two Career Investigation Teachers grade 8, Exploratory and Employability Skills Teacher grades 9-12, High School Counselor, and Placement and Follow-up Officer.

II Program Design

The project will establish a pyramiding career education program, K-14, to meet the student's needs in the awareness, investigation, exploration, and employability skills phases, and in preparation for their future. A comprehensive guidance and counseling program coordinated with the placement and follow-up activities will insure the involvement of the total student and continual curriculum revision and evaluation.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- To intensify the effort already underway in the guidance and counseling program, an elementary counselor and an additional high school counselor will be added to the existing staff. Their combined objectives will be to provide comprehensive guidance and counseling for all students, K-12, in bridging gaps between school and earning a living.

Elementary Career Awareness -- Career Awareness Coordinators will research literature related to existing curriculum to identify promising materials for teachers to aid them in increasing the career awareness of K-7 pupils. These concepts will fit into the teacher's instructional units to promote self-awareness; favorable attitudes about personal, social and economical significance of work; and appropriate career decision-making skills. Community involvement is encouraged through field trips and resource speakers.

Junior High or Middle School Career Orientation and Exploration -- Middle School Orientation will be carried on through 8th grade Investigation units to be taught by two teachers in a regular classroom situation. These units consist of self-appraisal; identification and exploration of the fifteen career fields with job classifications in each field; and job hunting skills. These efforts are to be achieved through use of multi-audiovisual materials, resource speakers, field trips, and other student activities. Self evaluation is being developed by use of an interest inventory and an aptitude test battery. Social Security numbers are obtained for each student and completion of a four year plan is achieved with the combined efforts of the student, his parents, the counselor and teachers. A 9th grade exploratory program will be extension of the career awareness and investigation stages of development of the total person through hands-on experiences in the World-of-Work.

Job Preparation in Grades 10-14.-- The overlaping 9th and 10th grade experiences in exploratory and employability skills for job preparation will broaden aspirations and opportunities of youth. It will also achieve cooperation between public education and manpower agencies in placement of students to prepare them

for advanced job improvement skills. Four phases will be implemented at the Job Preparation level: (I) Orientation--group activity with the counselor or other designated staff including all students in the 9th and 10th grades. The activity will consist of use of visuals, discussions and explanation of personal data forms. (II) Exploration--activities to elicit information about one's self or environment by observing shop or laboratories in action through the use of field trips. (III) Applied Experiences--activities will consist of student progress reports of exploratory experiences, and invite students to hold periodic conferences with the counselor or other designated staff to assess his progress. (IV) Evaluation and Follow-up--activities will consist of post tests to determine the ability of students to relate this new knowledge to a realistic self appraisal. A mini-course will be developed for 12th grade students to show how one may seek the job of his choice, how to conduct an interview, and a new employee's responsibility to the employer the first few days on the job.

Placement Activities -- As an extension to the guidance and counseling component, a placement and follow-up service will be established in the high school. This office will work in cooperation with the guidance counselors, the cooperative education coordinators, the vocational teachers, and the Texas Employment Commission. Surveys will be made to determine student needs and employer needs. Based on its work with existing students and on follow-up information, the service will provide the school district with recommendatons for revisions and improvements needed in the existing educational program. It is visualized that the Placement and Follow-up Officer will be a valuable position in the community in the future, as he will continue to follow-up on placements which have been made through his office. The Placement and Follow-up continue to assist in placing applicants for at least five years after exiting school.

Other -- The curriculum of the middle school includes shop and homemaking in addition to the classroom teacher units supported by the State Minimum Foundation, which strongly influences the career education program in the high school. An elementary counselor will be working in cooperation with the Plan A counselor as well as the overall guidance program.

IV Unique Features

In connection with Special Education and Plan A, guidance activities are available to assist the disadvantaged.

STATE AND PROJECT NUMBER:	Utah V361200
TITLE OF PROJECT:	A Continuum Model for Career Development Education K-14
PROJECT DIRECTOR:	Mr. Donald Wright Davis County Board of Education 45 East State Street Farmington, Utah 84005
APPLICANT ORGANIZATION:	Davis County Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$348,340
DURATION:	July 1973 through June 1976

Site Information: Davis High School at Kaysville, Utah, and its feeder schools, Kaysville Middle School and Kaysville, Burton, and Farmington Elementary Schools, were selected as the site of this project. The Kaysville and Farmington area is a growing suburban area situated about twenty minutes by freeway from either the Salt Lake or the Ogden metropolitan areas. The people represent middle income levels for the most part, mostly caucasian with a small number of Spanish surnamed, Oriental, and American Indian minorities. Many of the adults work for the state's largest employers, Hill Air Force Base, the Clearfield Freeport Center. Both of these are located in North Davis County and are about ten minutes from the target area. These employers and the metropolitan areas of Ogden and Salt Lake provide opportunities for experience and employment in a variety of careers. About five percent of the families whose children attend the elementary schools qualified economically as deprived families in the 1970 census. The Davis County Schools have 1842 elementary, 1069 middle, 1270 high school and 71 post high school students enrolled. Of these, 190 or 4.4% are economically disadvantaged and 126 or 2.9% are minority group students. Approximately 1,799 elementary, 1004 middle school, and 1,232 high school students, or about 11.5 percent of the district's school population, will be involved in the career education project.

Description of the Program

I. Administrative Structure

The Davis County Board of Education will administer the affairs of the project through the superintendent and his staff. The school principals are the responsible agents and educational leaders of their schools. The project coordinator will be appointed by and be responsible to the district

superintendents, may represent the superintendents in relationships with the principals, and will maintain supervisory relationships with classroom teaching and guidance personnel. The Career Coordinating Board will consist of the district superintendents, representatives from the Office of the State Superintendent, the district directors of curriculum, vocational education, and pupil personnel, principals of involved schools, the district World of Work specialist, and the project coordinator. They will approve operational procedures as well as act individually as consultants to the project coordinator. The Advisory Council will be appointed by the superintendent and will consist of representatives of trades, skills, services, business, professions, civic groups, parents, and involved students of Davis County. The project coordinator will be a member of this council and the district superintendent or his representative will act as its chairman. The Advisory Council will serve as a liaison between the schools and the community. It will also provide advisory service to the superintendent, coordinating board, and the project coordinator.

II. Program Design

The purpose of this project is to bring together all the facets of career education being taught in the schools in Farmington and Kaysville in Davis County, Utah, into a synthesized whole. The major objective of the project is to assure that every child will have a background in and an understanding of the world of work so that he may be placed at the next step towards his career goal when he leaves the Davis County School System. Some more specific objectives are the following: that every child will be aware of himself, his capabilities, and limitations, and of other people who are around him; that every child will demonstrate an appreciation for the dignity, value, and importance of work; that every student will understand the economic concepts that lead to independence and security; that every child will be aware of the magnitude of career choices and will be informed concerning inter-relationships of careers; and that every student will be aware of the need of education and training in order to have a successful career. On all levels K-12, personnel pre-service and in-service workshops, state and district specialists, and outside consultants will be used in formulating and implementing the program.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness Attitudes Toward Work, and Career Decision-Making Skills--On the elementary level emphasis will be placed upon assisting teachers in the techniques of counseling so that they can work more effectively with children.

Utah

A career guidance information center for teachers and students will be established at the elementary, middle school, and secondary levels. At the middle school level, aptitude tests and interest inventories will be administered, career cluster and education planning cards will be [illegible]iated, group and individual counseling will be conducted, and a career fair will be sponsored. Most of these activities will be continued at the senior high level. In addition, counselors will provide preparation and experience in job interviews, provide career and post high school orientation, and establish and implement placement and followup procedures.

Elementary Career Awareness--Each World of Work unit has its own concepts, objectives, and procedures. Every teacher will be a career education teacher. A resource bank will be established consisting of parents and community members that are available to instruct in specific careers. These people will be used in the classroom. Because it is not practical for all students to visit sites where they can observe all types of careers, an audio-visual component will be established which will identify, secure, and develop available audio-visual materials (slides, filmstrips, films, cassette tapes) to bring industries into the classroom. Parents will be informed about and involved in the project activities at every level of the elementary school.

Junior High or Middle School Career Orientation and Exploration--Each student will make an individual exploration of at least two career clusters of his choice each year. He will prepare a written report of his study on each cluster, which will become part of his interest file. The career clusters will be integrated as part of the total school program and will not be offered as separate courses. "Hands'on" experiences will be available in the construction, manufacturing, business, homemaking, health occupation, and fine arts clusters. Simulation activities are available in the marketing, communication, and public service clusters. The development of the district's vocational center near the middle school will provide areas of further "hands-on" experience. No differentiation is made in exploration of any career because of sex.

Job Preparation in Grades 10-14--During the first two years of the high school experience, each student will be assisted in making a tentative career choice. Timing of this action will vary with the student and will be determined by individual interest, need, and developmental stage. Skill development programs in the vocational areas will be provided. Pre-college students will be counseled into courses related to their proposed college study. The high school will provide mini-courses

in career exploration in the first year. Job seeking skills, economic evaluation of careers, and a survival course in personal finance will be taught in later years of high school. On-the-job training will be provided for as many students as practicable. Facilities of all SIA district high schools will be used to provide desired instruction for students attending the target schools. In the thirteenth and fourteenth year component, skill and proficiency development opportunities for students who withdraw from college before completion of a degree, for students who do not pursue education beyond high school, and for students who withdraw from high school before graduation will be provided. On-the-job training will be heavily utilized.

Placement Activities--At the termination of each level of secondary or post-secondary instruction, every student will be placed at the next step of his career plan, whether it be further training of some sort or placement on a job.

STATE AND PROJECT NUMBER:	Vermont V361088
TITLE OF PROJECT:	Windham Central Career Education Project
PROJECT DIRECTOR:	Bruce Corwin, Director Career Education Windham Central Supervisory Union Townshend, Vermont 05353
APPLICANT ORGANIZATION:	Windham Central Supervisory Union Townshend, Vermont 05353
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$317,830
DURATION:	July 1973 through June 1976

Site Information: Windham Central Supervisory Union concists of ten elementary schools and one high school, all of which will participate in the project. There are no non-profit private schools in the area. A staff of 34 teachers are employed for 544 students in grades K-6 and 356 students in grades 7-12. Windham Central is in a rural area encompassing ten small towns, not more than 50 miles in breadth. The area population of 2500 contains no minorities, either racial or "second language;" 8% - 10% of the families qualify as disadvantaged under the Title I formula. Major employment opportunities are in the skiing, logging, small manufacturing, and dairy farming occupations.

Description of the Program

I. Administration Structure

This project will be administered under the Board of Education (Supervisory Union)and Independent School Boards. The Project Director reports directly to the Superintendent of the Windham Central Supervisory Union and will work cooperatively with and through the elementary and high school principals in administering, planning, and operating the project. An advisory committee representing the Windham Central Supervisory Union, and including the State Director for Vocational Education or his representive, and working committees for each component will provide the project support and counsel for its planning and operations. Project staff include an elementary career education specialist, a K-12 career education specialist with media expertise, and a high school career education specialist with work experience and placement background.

Vermont

II. Program Design

A comprehensive career education model will be developed in Windham Central Supervisory Union through staff development and community involvement then will be widely disseminated throughout the State of Vermont through cooperative arrangements with the State Division of Vocational Education. A major focus of the project will be providing service to other Vermont school districts through inservice activities, dissemination of materials and serving as a resource on career education. The project itself will concentrate on providing career awareness and self-awareness activities at the elementary level that will permit students to learn in depth about several occupational clusters. At the secondary level, emphasis will be placed on skill development, work experience, and placement. Preparation at the Brattleboro Area Vocational Center and follow-up through the Community College System of Vermont will be major thrusts at the postsecondary level.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- The guidance program will assure that all students in grades 8-12 are assisted in developing realistic career goals and a plan for achieving them. The OVIS, Strong Inventory or Holland Self-Directed Search will be used to assist students in inventorying their own career interests. Group vocational guidance activities will be broadened at the junior high and senior high levels, and a library of information will be developed to provide career information.

Elementary Career Awareness -- The curriculum committee of elementary staff members will develop plans for revising curricular offerings to broaden occupational awareness at the school level. The plans will be reviewed by advisory groups and implemented in all elementary schools of the Union. Textbooks will be reviewed, and an instructional outline will be developed for grades 1-6. Special attention will be given to social studies, science, and mathematics. Role playing, audiovisuals, visitations, and inclusion of world of work activities in art and drama are some of the techniques to be used. A teaching activity bank of occupational materials and lesson plans will be established and made available to all teachers. Videotape recordings will be used to mediate pupils' experience, and a library of cassette tapes will be built for each school. Summer workshops for elementary teachers will be taped for teachers to review who had not been able to attend.

Junior High Career Orientation and Exploration -- Curriculum units will be developed within each area of the junior high curriculum to include occupational information and career development experiences in math, English, science, art, physical education, and social science offerings. Group guidance will be broadened, and opportunities will be provided for individual

exploration through field trips, resource persons, role playing, subject matter tie-in and hands-on activities.

The project will provide mobile labs for the following occupational clusters: mechanical, electrical, clerical, agriculture-related, engineering-related, and medical to provide hands-on experiences and reinforcement of psychomotor skills for junior high students. A unit course will be developed that will provide information on selected elements of the world of work.

Career Preparation, Grades 10-14 -- Occupational information and career development experiences will be developed for all subject areas, and information on employability skills will be provided to all students. A released time schedule for educational and vocational teaching personnel will be developed to enable reciprocal visitation of learning activities in the community. A staff member will be placed in charge of relocating dropouts into cooperative programs, on-the-job training, and direct employment, and these persons will be encouraged to participate in evening classes at the area vocational center.

Placement -- The project will assign a staff of 8 persons to identify and develop new opportunities for work experience and cooperative education in several occupational areas, to match students with job opportunities for practical work experience, and to carry out job placement. A more realistic picture of job opportunities will be developed to enable use of the information in training for employment. Project and other school staff, especially the curriculum committees at the elementary, junior high, and high school levels, will focus on planning for the placement service, although a staff position will be identified to carry out placement responsibilities. A "job available" video bank will be developed to assist in the placement of students.

STATE AND PROJECT NUMBER:	Virginia V361020
TITLE OF PROJECT:	Career Education Now-Model of Career Education Curriculum K-14 For Rural-Urban School District
PROJECT DIRECTOR:	Jerry Turpin Project Supervisor Bedford County Public Schools Box 332 Bedford, Virginia 24523
APPLICANT ORGANIZATION:	Bedford County Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$486,245
DURATION:	June 1973 through May 1976

Site Information: The Bedford County Public School System includes 13 elementary schools, 3 high schools and 1 vocational center. The school system includes Bedford City and Bedford County. The county borders on two metropolitan areas--Roanoke, with a population of 120,000, and Lynchburg, with a population of 70,000. Because of their expansion Bedford County is a rural-urban area. Included in the total county population of 32,739, 81.7% reside in Bedford County and 18.3% live in Bedford City. The school system reflects a minority enrollment of 28.7%.

Description of the Program

I. Administrative Structure

The superintendent of schools and his staff head the total program assisted by the project director. The project staff will also include a work-experience coordinator, five elementary career counselors and five elementary career skills teachers. The second year calls for two job-skills teachers to work with disadvantaged youth at the ninth and tenth grade levels.

II. Program Design

When full developed, career education will be a total school program K-14 in all county schools. Special emphasis will be given those students who exit from the school system, either as graduates or dropouts and an extensive follow-through will be made on each. Cooperation between the project and area postsecondary schools will be developed.

III. Program Components

Overall Guidance and Counseling Emphasis--The overall program K-14 provides for career guidance at each level. As the student advances, selection and

elimination of certain alternatives will provide an opportunity for him to make a realistic choice of a tentative career-goal.

Elementary Career Awareness--Teachers in grades K-3, assisted by the elementary career counselor, will develop their content courses around the theme of career awareness. Experiences such as field trips, resource speakers and audiovisuals will provide the enrichment experiences necessary. Units on self-awareness will be used to motivate their interest in the future. Teachers in grades 4-7, in cooperation with the career skills teacher, will build on career awareness by developing classroom instructional units and activities. Field trips, resource speakers, and audiovisuals will provide the enrichment experiences. Hands-on experiences will be introduced into the subject areas studied.

Junior High Career Orientation and Exploration--The junior high students have available a number of exploratory courses which will give them a chance to see if they enjoy certain subjects. New courses will be added during the course of the program. A class in job-preparation for the disadvantaged is planned for the second year of the program.

Job Preparation in Grades 10-14--Career education will be introduced into the total curriculum in grades 10-14. Each subject area teacher will develop units dealing with his subject's relationship to the world of work. Emphasis will be placed on the proper selection of courses in accordance with the student's career goals. A work-experience coordinator will attempt to locate and place exiting students in jobs for which they are suited.

Placement Activities--Responsibility for student placement will be shared by the guidance counselors and the work-experience coordinator. The work-experience coordinator will establish lines of communications with area businesses, industry, employment security, and teachers in an effort to match job openings with qualified exiting students. Those students needing or desiring further training will be assisted in locating additional education at vocational-technical schools, business schools, or 2-year community colleges. Placement of students continuing their academic education will be coordinated by the present guidance department in the local schools.

Other--A cooperative effort with a program funded under Title III will provide a series of ITV programs on career education. Produced by WBRA in Roanoke, Virginia, in association with the Bedford County Public Schools, this series will provide visual experiences of area industry, business and agriculture. Included in this series will be programs dealing with classroom use of the series. A teachers' guide and activities packet will also be developed. This series will be developed in grades K-3, 4-6, and 7-8. The K-3 series will be ready for classroom use in September 1974.

STATE AND PROJECT NUMBER:	Washington V361123
TITLE OF PROJECT:	Highline Career Alternatives Model
PROJECT DIRECTOR:	Ben A. Yormark Director of Vocational Education 15675 Ambaum Blvd. S.W. Seattle, WA 98166
APPLICANT ORGANIZATION:	Highline Public School District #401
ESTIMATED TOTAL FEDERAL FUNDS- Section 142(c)	$437,135
DURATION:	June 1973 through June 1976

Site Information: The Highline District is a densely populated suburban community south of Seattle, covering an area of approximately 35 square miles with a population of 111,000 people. The district serves 26,000 students with five high schools, nine junior high schools, thirty-four elementary schools, one special services school, and an Occupational Skills Center operated in conjunction with two other local districts. Approximately 20% of the students in schools come from homes which meet the poverty criteria as outlined by OEO. The vast preponderance of remaining student population includes about 1,200 minority children including American Indian, Negro, Oriental, and Spanish-Surnamed Americans. The economic base of the Highline District has been affected by Boeing Company layoffs, a major employer, so that the economy is now depressed with 12% unemployment.

Description of Program

I. Administrative Structure

The project will be under the direct supervision of the districts Director of Vocational Education. During the term of the project he will assume the title of Career Alternatives Director and his regular duties and responsibilities will be assumed by an Acting Director of Vocational Education. The CAM Director will report directly to the Deputy Superintendent in Charge of Instruction who in turn is directly responsible to the Superintendent of the district.

The project staff will also include an Assistant Director and a Guidance Specialist. Responsibility for the major program components and specific management tasks will be divided among this management team of three people. Additional staff will include a media technician, field trip coordinator, work sample counselor and secretary. Also, to assure strong line of communication within the district, a staff member from each building will be selected to fill the role of "change agent", this person will fulfill both a liaison and leadership function.

II. Project Design

During the first year of the project the target area consists of 4,000 students in one high school service area. During the second year two additional high school service areas with 10,200 students will be included in the project. In the final year of the project the remaining two high school service areas with 12,200 students will be involved in the project so that all students in the district will be included.

In May 1972, after processing the input from over 9,000 students, teachers, and community members, the Highline District Board of Directors adopted A Statement of Goals for Education, which included four broad areas: 1) Human Needs, 2) Intellectual Skills, 3) Career Alternatives and 4) Civil Rights and Responsibilities. Highline's Career Alternatives Model has been designed to implement a district wide, K through 14 career education program that will fulfill the commitments outlined in the Career Alternatives goal statement.

III. Program Components

Early Vocational Awareness - (EVA) -- EVA is a system of resource packets used by elementary classroom teachers. The packets are designed to help students become aware of work skills, occupational cluster, and the relationship of both to the school curriculum through cognitive and "hand-on" experiences. Initial work on EVA has been done in the Highline District under a research and developmental grant.

Work Sample Exploration -- This component will be used at the junior high level. It will also be utilized with older youth who are physically, mentally or socially handicapped. Work Sample Exploration is a system of individual guidance and evaluation based on the students' reactions to simulated work tasks typical to those found in business or industrial settings.

This component will be based on developmental work done by 1) the Jewish Employment and Vocational Service in Philadelphia, under MDTA funding; 2) the Occupational Versatility program at the Technical Education Research Center, Montgomery, Alabama under MDTA funding.

Career Value Renewal Task Force -- In a sense all of the program components in the project, with their emphasis on a wide variety of career opportunities, are aimed at the problem of a lopsided attachment to higher education, and their effect will be measured in the evaluation process. However, the prejudices toward "higher education" are deeply rooted and are often reflected in subtle ways not even apparent to the persons involved; including teachers, counselors, parents and members of the community-at-large. A task force will be created to develop a plan to reach this problem.

Employment Skill Clusters -- National Leadership has suggested viewing the world of work in terms of families or "clusters" of occupations. In this project, preparatory training at the high school level will be organized and implemented in employment skill cluster which will build from vocational training programs currently operating in the five district high schools and the newly opened Occupational Skills Center.

Placement System -- The Placement System component will span the high school and post-high school grade level and offer coordinated services to assist students in the process of making "bridging" decisions. Information services and activities will be directed toward both specific training programs and potential labor market opportunities. Many of the techniques which have proven so successful in past efforts to channel young people toward higher education will be adapted to the broader commitment of career education. An overall advisory committee made up of educational and employment placement personnel will guide the development and direction of this component.

Career Guidance and Counseling Emphasis -- A guidance emphasis for this project will be assured through a reassessment of the total guidance function as it relates to the Career Alternatives goal statement. Reemphasis and restructuring of the guidance function, including retraining of guidance personnel, will be a major concern of this project.

IV. Unique Features

A pre-project, district goals commitment to Career Alternatives, work samples at the junior high level, change agents as a management component articulation with ten post high school institutions.

STATE AND PROJECT NUMBER: West Virginia V361161

TITLE OF PROJECT: A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency

PROJECT DIRECTOR: Clarence E. Burdette
Assistant State Superintendent of Schools
Bureau of Vocational, Technical and Adult Education
State Department of Education
State Office Building #6
Charleston, West Virginia 25305

APPLICANT ORGANIZATION: West Virginia Board of Education

DURATION: July 1973 through June 1976

Description of the Program:

I. Administrative Structure

This project, awarded to the State Board of Education, is administered at the state level by the Assistant State Superintendent of Schools for Vocational, Technical and Adult Education. Since the project is actually operated by a RESA (Regional Education Service Agency), the Executive Director of RESA functions as the local project administrator. Project staff consists of a project coordinator, who reports to the Executive Director of RESA, and three field coordinators with specific counties of assignment. Each county Board of Education will appoint a project task force consisting of representation from administration, instruction, parents, students, businesses, and industries, and labor groups in the county. Task force memeber will assist in identifying project implementation strageties, securing community involvement and facilitating local program development.

II. Program Design

A K-12 career education program will be implemented in a seven county area serviced by a Regional Education Service Agency. Each of seven local Boards of Education and a Community College serving the seven county area will be involved in a comprehensive career education project incorporating the goals of educational and occupational competency for all students. The activity centered project design will be flexible in nature to meet the differing needs of students in the respective local educational agencies involved.

III. Program Component

Overall Guidance and Counseling Emphasis, Including Self-Awareness Attitudes Toward Work and Career Decision-Making Skills -- Guidance services and activities will be strengthened through provision of specialized occupational information, work experience and job placement services. Counselors will team with teachers in providing career orientation and exploration activities.

West Virginia

Elementary Career Awareness -- Students in grades K-6 will be provided experiences throuhg an activity centered learning approach based on work roles of the home and family, community, state and nation. The program, at the K-6 level, will be designed to assist students in developing positive attitudes toward work, identify alternative goals for themselves, and select and study occupational areas in which they are interested.

Junior High or Middle School Career Orientation and Exploration -- Students in grades 7-8 are provided opportunities to increase their knowledge in relation to the fifteen specific clusters developed by the U. S. Office of Education. Students will be allowed to explore their capabilities in different areas under a variety of situations, to analyze occupational information, and to engage in self-appraisal of their potentials in relation to various educational and occupational opportunities. Students will participate in learning activities designed to provide both real and simulated work experiences. School laboratories, as well as business and industrial sites, will be made available for such purpose.

Career Preparation in Grades 10-12 -- Preparatory programs appropriate to the needs of each student will be provided at this level. These programs will consist of skill development programs designed to assist students in preparing for initial job entry and for entry into advanced educational-occupational programs.

IV. Unique Features

This project constitutes a regional approach to career education. It involves contiguous counties serviced by a Regional Education Service Agency and is serving as the model for state career education program development and implementation.

Utilization of a centralized planning - decentralized execution concept, in which project management and planning activities are accomplished in a central office, with field coordinators providing services to the seven counties involved in implementing project activities.

Utilization of a mobile guidance resource and demonstration center to service rural schools in the project area.

Utilization of a Management Support Group (MSG), consisting of local educational agency respresentatives, project staff, and State Department of Education personnel, who meet on a quarterly basis for the purpose of strategic planning and technical assistance planning.

STATE AND PROJECT NUMBER:	Wisconsin V361036
TITLE OF PROJECT:	Career Education for Persons in Rural Areas -- Primary Focus on Adults 16 and Over
PROJECT DIRECTOR:	Russell Paulsen, Administrator Research and Development North Central Technical Institute 1000 Schofield Avenue Wausau, Wisconsin 54401
APPLICANT ORGANIZATION:	North Central Vocational, Technical and Adult Education District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$277,203
DURATION:	July 1973 through June 1976

Site Information: The North Central Vocational, Technical and Adult Education District is comprised of all or parts of ten counties in North Central Wisconsin and offers one and two year post-secondary programs on two new career campuses. The major campus located in Wausau has a full-time enrollment of approximately 1400 and a satellite campus located in Antigo has a full-time enrollment of about 100. In addition, approximately 8,000 adults enroll in part-time evening and extension classes. Located within the district are twenty-six public high schools and one private high school. The district has a total population of 191,000 with an annual high school graduation of approximately 3500 students. The district is representative of suburban and rural areas. Approximately one-third of the population live in the immediate Wausau vicinity. One county of the district reflects approximately a 100% American Indian population, comprising approximately 3000 persons. About ten percent of the population would have family incomes below the poverty level. Located within the district are two University of Wisconsin two-year campuses, one private junior college, a juvenile and correctional institute, with a four year university located 35 miles from Wausau. Paper and related products, lumber and wood products, electric motor manufacturing, heavy steel fabrication and insurance are the major industries.

Description of the Program

I. Administrative Structure

The project will operate under the supervision of the District Director and the State Director of the Wisconsin Board of Vocational, Technical and Adult Education. The Project Director serves as Administrator of Research and Development for the North Central Technical Institute. The project staff will also include: An Associate Project Director and four Career Education Consultants.

Wisconsin

II Program Design

This project will focus on providing education activities to adults in the district by working in sixteen public school districts where adult education classes are held. In-service programs for teachers in K-12 will be held in cooperation with local school districts, cooperative education service areas (CESA) representatives, Department of Public Instruction and Wisconsin Board of Vocational, Technical and Adult Education.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitutdes Toward Work, and Career Decision-Making Skills. Process and product objectives for achieving this component are built into the program with specific activities designed for each target group.

Elementary Career Awareness - In-service programs will be developed for elementary teachers. Career education consultants will act as resource persons in the implementation of career awareness concepts. Materials from other career education projects will be utilized. Where necessary, specialized materials will be developed.

Junior High or Middle School Career Orientation and Exploration - In-service programs will be developed for junior high or middle school instructors. Career education consultants will act as resource persons in the implementation of career orientation and exploration programs. A career education resource center will be developed.

Job Preparation in Grades 10-14 -- In-service programs will be held with participating high school staffs to develop and implement the inclusion of career development concepts and activities into the high school curriculums, working cooperatively with CESA representatives and Department of Public Instruction. Closer curriculum articulation efforts between the high school vocational programs and those at NCTI will be developed.

Placement Activities -- NCTI has hired a full time placement counselor who will coordinate his efforts with the career education consultants employed in this project. The Wisconsin State Employment Service will cooperate with this program with their Job Bank program providing daily listings of all employment openings listed through them for the State of Wisconsin.

Other -- This program will be coordinated and integrated into all of the on-going activities of the North Central Technical Institute's full-time post-secondary programs.

Wisconsin

IV. Unique Features

Career counseling to adults

Providing career education information to students by means of programs for parents

Working with small rural high school districts

Curriculum articulation of high school and post-secondary vocational programs

In-service programs for teacher utilizing materials resource center concept.

STATE AND PROJECT NUMBER:	Wisconsin V361185
TITLE OF PROJECT:	Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area
PROJECT DIRECTOR:	J. Robert Pendleton Administrator of Community Services Western Wisconsin Technical Institute La Crosse, Wisconsin 54601
APPLICANT ORGANIZATION:	Western Wisconsin Technical Institute
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$277,107
DURATION:	June 1973 through June 1976

Site Information: The Western Wisconsin Vocational, Technical and Adult Education District, with a graphic area in excess of 5,000 square miles, incluses all of two counties and large to small portions of eight others in the west central area of Wisconsin. In this area (exclusive of La Crosse County which is 13 percent) yearly family income for 23 percent of the population as compared to the state average of 13 percent is 4,000 dollars or less. Unemployment is high, 6.4 percent, compared to the state average of 5.1. Twenty-seven public school districts, including sixty-eight elementary schools, sixteen middle schools or junior high schools, and twenty-eight high schools, are located within this district as are twenty-seven parochial elementary schools and two parochial high schools. Annually the district graduates approximately 3,700 students.

Western Wisconsin Technical Institute, the comprehensive educational center of the district, is located in La Crosse; five outreach centers are being strategically located elsewhere in the district. The district is principally rural with a population of 186,252 people, an increase of between eleven and twelve thousand since 1960. With the exception of La Crosse County, agricultural pursuits are well above the state average of 6.5 percent; however, two-thirds of all employment in the district is non-farm. Approximately fifty percent of manufacturing, trade and service industries is located in La Crosse County, principally in La Crosse, a city of 51,125 people.

Description of the Program

I. Administrative Structure

The project will operate under the direction of the District Administrator of Community Services who is in the assistant director level and reports directly to the District Director. The Project staff includes five coordinating chairmen and their assistants. These coordinating chairmen, who will be in direct control of the outreach centers which serve all of the people in the specified region encompassing the center, will be under the direct supervision of the Administrator of Community Services. Each center will have a citizen's advisory committee to help with the development and evaluation of the project.

Wisconsin

II. Program Design

The delivery system will be geared to the educational and geographic needs of the predominately rural area and is based on the development of the five strategically located career and continuing education centers. Each center controls a region and all five regions are similar in number of students, labor force and total population, as well as in the amount of agriculture, industry, and business.

By the third year of the project, five career and continuing education centers with extensive career information libraries, curriculum materials and other resources, will bring career education within the reach of every person in the district to meet the needs as the needs and desires of the people are obtained, evaluated and serviced. Articulation of K through 12 with post-secondary education will be accomplished by correlating the established, continuing education program with intensive action in career awareness, exploratory, and counseling activities.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Through increased articulation between K through 12 programs, post-high school institutions, Employment Service, and business, industry, agriculture, and other community agencies, more objective career guidance and counseling is possible. Coordinating chairmen and specialists in the career and continuing educational guidance field will be available for scheduled consultation to assist coordinating chairmen in their guidance and consulting activities.

Elementary Career Awareness -- Each of the five centers will have informational materials related to the occupational spectrum through which elementary school students may be made aware of self, society, careers, technology and young students aware of the world or work. To give real world experiences to these young people a list of personnel knowledgeable in varied career fields will be prepared. These resource people will be available to explain and demonstrate their jobs.

Junior High or Middle School Career Orientation and Exploration -- Resource materials developed throughout the nation will be available to assist educators in the District in projecting career concepts as they apply to the subject area. Western Wisconsin Technical Institute will also develop media presentations for this use which will help students to identify with the industries, business, trades and agencies in their area. As student needs are identified, steps will be taken to associate them with appropriate resources as characterized by persons knowledgeable in the world of work.

Job Preparation in Grades 10-14, including Continuing Education -- Senior high school students will receive exploration services through materials, media and counseling at various centers throughout the District and the career mobile which visits, periodically, each senior high school in the District. Representatives of school districts and the Western Wisconsin VTAE District will establish individualized programs to meet student's specific interest and needs to facilitate high school completion. Cooperative programs designed in conjunction with the local vocational education coordinators will

be developed to meet the definite career preparation needs of the school districts in the area. The National Association of Businessmen, a student committee representing local high schools and the Western Wisconsin VTAE District have developed a program to bring together local resource people with definite career information and interested students seeking such material.

A needs assessment model has been developed and will be utilized to establish courses which will meet the continuing educational needs of various occupational groups in the District.

Placement Activities -- To facilitate placement activities between educational institutions and employees in the District, The Western Wisconsin Technial Institute has hired a full-time placement officer. His activities will promote both student placement and program development related to occupational demands.

A definite liaison will be established with placement agencies and the career centers to provide career counseling and information related to job opportunities and personal career needs. The coordinating chairman will keep local business and industry informed of the availability of qualified workers. To obtain a more diversified placement thrust, Western Wisconsin Vocational Technical Institute and the University of Wisconsin at La Crosse have appointed one individual to work in the placement office of both institutions. Student personnel services have been redefined to emphasize the work of the career centers and promote placement in educational programs and career fields.

Other Components -- Vocational Articulation -- Bridges will be built between the educational systems and employing agencies in the District. Such vocational articulation will place increasing emphasis on sound career choice and its meaning to the individual.

Avocational Articulation -- Increased effectiveness in the career field generally results from productive and personally satisfying utilization of leisure time. Information and continuous educational course offerings dealing with avocational pursuits will be offered to help implement career choice, career satisfaction, social development and awareness.

IV. Unique Features

1. Consortium between area educational institutions and agencies

2. Needs assessment model for program design

3. Coordination activities of five career information centers

4. ETN in-service and informational programming

STATE AND PROJECT NUMBER:	Wyoming V361203
TITLE OF PROJECT:	A Model Project in Career Education K-12
PROJECT CO-DIRECTORS:	Dr. Dean P. Talagan and Paul L. Sizemore State Department of Eduation Capitol Building Cheyenne, Wyoming 82001
APPLICANT ORGANIZATION:	Wyoming State Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$314,128
DURATION:	June 1973 through June 1976

Site Information: The site for this project in Natrona County School District One, a recently organized county-wide district. There is one major population center, Casper, of about 45,000. The ethnic composition of the city is typical of the state as a whole: there is a predominantly white population with a small number of Black, Indian, and Spanish-American minorities. The major industries are ranching and oil--including exploration, refining, and support services. The site includes 37 individual school attendance centers with approximately 13,636 students. In Natrona County six elementary schools with a total enrollment of 1,952 students, one Work Training School with an enrollment of 72 students, and one Junior High School with an enrollment of 964 students, and one Senior High School with an enrollment of 1,202 have been selected to participate in the project.

Description of the Program

I. Administrative Structure

The Project Co-Directors and the local school board will work in cooperation with the District Superintendent of Schools to administer the program. The Local Project Director will devote full time to the administration, supervision, and operation of the project. He will direct the activities of the project as presented by the project directors and assume the responsibility of relating the project to the statewide program. The Local Project Director will be directly responsible to the District Superintendent. State Department of Education Consultants, Civic Groups, Curriculum Advisory Groups, and an Occupational Education Council will work to assist and advise the Local Project Director. Numerous community leaders in business affairs have indicated an interest in the project. The advice of these people will be sought and utilized.

Wyoming

II. Program Design

Students will be assisted in making a rational career choice based upon self-knowledge, knowledge of job possibilities, and hands-on experience in chosen areas. Mastery of entry level skills in chosen careers as well as adequate preparation in related academic skills will be emphasized. In addition, students will be assisted in exhibiting responsibility by completing work plans. The program will be implemented in a five-step process: development of awareness attitudes and commitment in staff, development of staff skills in curriculum development, acquisition and/or development of curriculum materials, classroom implementation, and the promotion of community involvement. Individualized instructional methods and a no-failure grading system will be stressed. The number and variety of course offerings will be increased. An open-entry, open-exit system will be adopted in order to accommodate all students currently enrolled, graduates seeking further training, and dropouts seeking to complete their education. Finally, the existing cooperative program will be strengthened. Throughout, there will be extensive emphasis on guidance. The review and updating of curriculum materials will be a continuing process.

III. Program Components

Overall Guidance and Counseling Emphasis Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Career guidance should be a function of the regular guidance staff. Even if it is necessary to expand the staff, there should be no distinction between vocational counselors and others. This necessitates extensive in-service training for most counselors and a total commitment by the counseling staff to the career education concept. The task of each counselor will become that of assisting each student to find preparation for his chosen career whether it involves selecting a terminal high school program, a technical school, or a university. A major function of the guidance unit will continue to assit the students towards self-knowledge and decisions about their futures.

Elementary Career Awareness -- The K-6 program will be designed to provide specifically for Self-Awareness and Attitude Development. It will attempt to develop in all children a respect for all work and a motivation for productive citizenship in the world of work. Career awareness will be implemented to promote the students' understanding of various occupations, to provide occupational information, and to assist students to develop their own self-image. Media, field trips, and classroom visitors will be among the experiences integrated into the regular program.

Junior High or Middle School Career Orientation and Exploration -- The Career Orientation program will attempt to provide students with an understanding about broad areas of our economy and will provide occupational information. In addition, students will participate in career exploration which provides hands-on experience in occupational clusters prior to independent skill preparation. Programs offered at the junior high school will include Industrial Arts, Home Economics, Typing, General Business, and Career Orientation in addition to the traditional subject.

Wyoming

Job Preparation in Grades 10-14 -- The early part of high school will continue to focus on exploration. Then from the eleventh grade onward will come more direct preparation for employment--including mastery of job skills and related academic skills--and cooperative education experiences. Exploration activities in the Distributive, Office, Graphic, Construction, Electricity-Electronics, Metal Processing, and Agricultural Clusters will be available to all secondary students during the first year of operation, and other activities will be added in the future. Community resources will be used for exploration in Hospitality clusters, as well as those clusters mentioned above. Students are at the present being placed in work stations for exploration as well as skill development. The number of students in the cooperative education programs is about 150, but this number should be doubled by the end of the second year.

Placement Activities -- It is the ultimate goal of the project to place all students, before or upon graduation in either a job or in a position for further education and training. Qualified occupational guidance, counseling, and placement personnel in sufficient numbers will be employed to insure placement services to all students while in school and to help with placement when persons leave the job market for further education and/or training.

Other -- A program for exceptional children will be based on their integration into regular classrooms to the extent that each child can cope effectively with a normal environment. This program for handicapped children will be highly individualized to provide for a wide variety of student needs, and will also provide extensive in-service training for regular classroom teachers to help them cope with the unique problems of handicapped children. The special education teacher will work cooperatively with the counselor(s) and regular teacher(s) to devise a meaningful program for each student that incorporates as much of the regular curriculum as is beneficial to the student.

STATE AND PROJECT NUMBER	District of Columbia V361054
TITLE OF PROJECT:	Career Education in the Inner City
PROJECT DIRECTOR:	Bessie D. Etheridge Carver School, Room 6 45th & Lee Streets, NE. Washington, D.C. 20019
APPLICANT ORGANIZATION:	Division of Instructional Services Public Schools of the District of Columbia
ESTIMATED TOTAL FEDERAL FUNDS - PART D:	$356,140
DURATION:	July 1973 through June 1976

Site Information: The schools selected for this project are located in what is called the Model Cities Area, a region scheduled for urban renewal and a part of which was the site of the riots of 1968. Many substandard buildings have been demolished; many are still standing. Most of the occupants of the area are disadvantaged, their housing is substandard, 90.3% are Black, and the aspiration level of the populations is extremely low. For participation in this project, the following target schools have been identified: (1) a single senior high school (1,336 students, 57.5 teachers, 5 counselors, and 4 paraprofessionals); (2) four junior high schools (3,888 students, 184 teachers, 10 counselors, and 17 paraprofessionals); (3) ten elementary schools (6,188 students, 233 teachers, 13 counselors, and 65 paraprofessionals); and one parochial elementary school (257 students, 9 teachers, no counselors, and 1 paraprofessional). Some of the target schools will be phased in each year until, at the beginning of the third year, all of the above schools will be involved in implementation.

Description of the Program

I. Administrative Structure

The project is adminstered by the Division of Instructional Services of D. C. Public Schools since it is a developmental project operated in limited areas. Specific responsibility for administration and implementation of the project is the responsibility of the full-time project director and three assistant directors, who are employed by the project. Clerical support is also furnished by the project. Teachers and Counselors who implement the project are regular employees of the Board of Education and are paid from local funds.

II. Program Design

There are three functional components to the project; namely, (1) Dissemination of the career development concept to professional staff, community, school personnel and students within the District of Columbia; (2) Teacher orientation,

retraining and supervision (this component addresses itself to teacher attitudes, additional specific subject matter of career education, and strategies for implementation); and (3) Curriculum research and development, including classroom trial and revision.

Using curriculum materials and an equipment model developed by an earlier career education project as a base and by adding to these specialized materials, designed to develop a positive self-concept, this project will demonstrate the adequacy of and/or will adapt the curriculum to the new situation which is radically different from the one in which the initial program was developed. In addition, the project will coordinate its efforts with those of the Department of Career Development Programs at the senior high school level which provide for the establishment of Career Development Centers where all students, grades 10-12, will have an opportunity for indepth instruction and hands-on experiences in areas of their own selection. The project will be advised by the staff of the Washington Technical Institute in the development and implementation of curriculum leading to continuing education.

III. Program Components

Elementary School Involvement--The project at the elementary level will endeavor to improve growth in awareness to the world of work, including improved growth in positive self-concept, in economic awareness, and in awareness of technological concepts. To be used in the project at the elementary level are such materials as the K-6 curriculum and Handbook of Suggested Activities 1-6 that are products of a previous career education project; tool carts or facsimile; the Senesh materials Grades 1-3; Man, A Course of Study-Grades 4-6; and the S.R.A. "Focus on Self-Development" materials.

Junior High School Involvement--Efforts at the junior high school level will focus on a growth of knowledge of the ten career clusters adopted by the project for the District of Columbia; growth of self-awareness in relation to the ten clusters and to the total economic picture of the area; development of positive self-concept; and development of positive attitudes toward school as an integral part of the students' world at this level, students will be exposed to exploratory opportunities which integrate basic subject matter in language arts, science, math and social studies into the following cluster areas: (3) Consumer and Homemaking; (2) Communications and Media; (3) Fine Arts and Humanities; (4) Construction and Environment; (5) Agribusiness, Natural Resources; and Marine Science; (6) Public Service Occupations; (7) Health Occupations; (8) Manufacturing, Marketing and Distribution, and Business and Office Occupations; (9) Transportation; and (10) Hospitality, Recreation and Personal Service Occupations. The project at this level will be coordinated with ongoing programs in Industrial Arts, Homemaking, Business Education, Widening Horizons Program, and the Under-Sixteen Program-Work Scholarship program.

Senior High School Involvement--In addition to the integration of career development objectives and activities into the ongoing general education program, the project will be coordinated with the programs that provide for the establishment

of Career Development Centers and with the programs in continuing education offered at Washington Technical Institute.

Also at the senior high school level, a strong self evaluation component will be developed and implemented together with coordination between the academic high school (project) and the career development centers effected. Guidance placement and follow-up are other elements of this component.

Other -- Since a model is being assessed for ultimate city-wide use, continuing in-depth evaluation of process and product will be conducted on each component. Internal evaluation and third-party evaluation are therefore essential elements of the design.

IV. Unique Features

1. Use of tool carts or their facsimile in the elementary grades.

2. Interdisciplinary curriculum K-9 for all students is available

3. Ancillary mateirals developed by teacher teams are avaiable for use with the curricula.

    1. Tour Guide
    2. Handbook of Suggested Activities 1-6

4. Strategies for Dissemination of the Career Development Concept (staff document) is available.

5. A teacher training model (revised) is available for orientation of personnel.

6. The trial of this model will take place in a problem area of the city in which societal pattern is negative.

STATE AND PROJECT NUMBER:	Puerto Rico V361204
TITLE OF PROJECT:	Research and Development Project in Career Education
PROJECT DIRECTOR:	Amalia Ll. de Charneco Director, Research and Curriculum Development Unit, Vocational and Technical Education Program Calaf and Cesar Gonzales Streets Hato Rey, Puerto Rico 00919
APPLICANT ORGANIZATION:	Commonwealth of Puerto Rico Department of Education Area of Vocational-Technical Education
DURATION:	June 1973 through June 1974

Description of the Program

I. Administrative Structure:

The Regular Program of Instruction (Academic) in the Commonwealth Department of Education will be responsible for the development of the project and will cooperate with the Division of Vocational and Technical Education. Project staff include a project coordinator, administrative assistant, project implementation specialist, two curriculum technicians, a vocational counselor, an illustrator, a duplicating machine operator, a secretary and two clerk-typists. Consultants and part-time personnel will be hired as needed.

II. Program Design:

This project is designed as a planning grant for the year June 1973 to June 1974 to develop a comprehensive plan for career education in Puerto Rico. Participants in the planning activity will include representatives from public and private education, employers, agencies such as labor, commerce, and industry, and from those elements of the community which have significant importance to the purposes of career education, including parents.

During this period, efforts will be focused on three main areas: (1) enlisting the participation of representatives of business and community, (2) reviewing of all pertinent materials, and (3) continuing the planning project. The staff will engage in the following activities: (1) developing a specific plan of action for the planning grant,

(2) reviewing informational materials on career education pertinent to the needs of Puerto Rico, (3) nominating the Career Education Component advisory committee, (4) coordinating the project with other currently operating career education projects in Puerto Rico, (5) evaluation, and (6) developing and submitting to the U. S. Office of Education a final report on the project's findings and a specific plan for comprehensive career education in Puerto Rico.

III. Unique Features

This project is supported through a combination of two types of Federal funding. Vocational research and development funds available under Section 131(a) of Part C of Public Law 90-576 are combined with exemplary project funds available under Section 142(c) of Part D to provide a total of $191,955 of Federal funding for the project.

ESTIMATED TOTAL FEDERAL FUNDS:

Section 142(c), Part D	$50,000
Section 131(a), Part C	$141,955

STATE AND PROJECT NUMBER:	Puerto Rico V-2-74-PR-1
TITLE OF PROJECT:	Development of an Exemplary Career Education Comprehensive Program in the Academic and the Vocational and Technical Education in Puerto Rico
PROJECT DIRECTOR:	José Lema Moya Assistant Secretary, Vocational and Technical Education Program, Commonwealth Department of Education, Cesar Gonzalez and Calaf Street Hato Rey, Puerto Rico 00919
APPLICANT ORGANIZATION:	Commonwealth Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c):	$828,115
DURATION:	July 1974 through June 1977

Site Information: This Exemplary Part D Project will involve selected sites in the six educational regions of the Commonwealth Department of Education. Regular career education curricula will be tested in selected schools of the school districts of Hatillo, Aguas Buenas, Juncos, Mayaguez, Guanica, and Bayamon Sur. Career education materials pertaining to vocational education will be tested in the area vocational schools of Caguas, Humacao, Ponce, Guayama, Carolina, San Juan, and Bayamon. Each of these school districts have elementary schools, junior high school, and high school, and some of them have also private schools. The school selection was based on the following criteria: a) only one school district per educational region, b) only one elementary, one junior, and one senior high school in the districts will be involved, c) school districts were representative of the system in terms of enrollment and complexity, d) schools with personnel willing to participate in the project, e) schools with only typical facilities.

The area vocational schools selected are vocational schools within four of the six educational regions. The curriculum materials developed in a total of forty occupations within the occupational clusters, would be tested in the area vocational schools of the San Juan, Humacao, Caguas, and Ponce Educational Regions.

Description of the Program

I. Administrative Structure

The project will operate under the supervision of the Regular Education Program and the Vocational Technical Education Program. The Career Education Component will have the direct responsibility in project implementation and a Vocational Education Curriculum Coordinator will see that the Career Education Curricula be tested in the selected Area Vocational Schools. In the selected school districts, the project will operate under the joint supervision of the school districts superintendents, the local district school director, the supporting personnel, and the project coordinators for both Vocational and Regular Education Program.

Puerto Rico

As a whole, the project staff includes a Project Coordinator and Administrator, a Project Implementation Specialist, a Curriculum Technician for the Regular Academic Program, a Curriculum Coordinator for the Vocational and Technical Education Program, six Resources Teachers, a Secretary, a Clerk Typist, an Illustrator, consultants for the Regular Academic Program, and a Vocational Education Specialist for Curriculum Development.

II. Program Design

The project is designed and expected to be developed through four consecutive school years, starting with the planning grant year of 1973-74, and ending in school year 1976-77. The project will be developed in four phases. During the first phase of project development the curricula will be developed by six technicians at the Curriculum Development Centers in each of the educational regions. During the second and third phases of the project, curricula designed will be tested in the six different sites and will continue to be improved during the fourth phase of project. In the fourth phase of the project curricula for forty occupations within the occupational clusters will be tested in six area vocational schools. It is expected that once the career-oriented curricula is completed, it would be incorporated into the total school system of Puerto Rico.

III. Program Components

Testing of Career Education Curricula for Elementary Grades Levels 1-2 and 3-6 -- Teachers of first and second grade levels will test the career-oriented curricula in the elementary schools within the selected educational regions during the first year of project implementation (1974-75). During this time, career education curriculum specialists will be revising the 3th - 6th grade level curricula which will be tested in the same selected elementary schools during school year 1975-76. During school year 1975-76, the curricula already tested will be duplicated and disseminated into other school districts Islandwide.

Development and Testing of Nine Week Course: "Exploration of Occupations"

A nine week career-oriented curricula, "Exploration of Occupations," developed during school year 1973-74, will be tested at the secondary level during school year 1974-75 in the Arecibo Region. This course will be fully evaluated at the end of the year. Coordination for the testing and evaluation of curriculum will be undertaken at the local level by resource teachers. During school year 1975-76, curricula that prove to be effective will be duplicated and disseminated to other school districts.

Examination of the Present Definition and Role of the Guidance Counselor

An examination of the present definition and role of the guidance counselor will be initiated during school year 1974-75, with the purpose of adapting the role of the counselor to the needs of a new curriculum with the Career Education Concept built in. The Project Implementation Specialist at the central level will examine, together with the Vocational Guidance Director, the role of the guidance counselor.

Puerto Rico

Testing of Career-Oriented Quinmester Curricula in Grade Levels 7-12

Career-oriented quinmester curricula will be tested in the selected junior and senior high schools of the participating school districts within the educational region. This career oriented curricula was designed and incorporated during school year 1973-74. During school year 1974-75 the curricula will be tested in the selected sites, evaluated during school year 1975-76, and disseminated to other school districts during school year 1976-77.

Development, Revision and Testing of 40 Occupations Curricula Within the Occupational Clusters

During school years 1974-75 and 1975-76, curriculum materials will be developed in 40 occupations within the occupational clusters for the vocational industrial programs. Once completed, they will be tested during school year 1976-77 in the preselected area vocational and technical schools, by teachers that have already received an inservice training program in "Career Education and the Quinmester Continuing School Year". Already tested vocational curricula will be disseminated to other area vocational schools through the Island in order to enhance the variety of opportunities available for our students.

Placement Activities

A placement program has been established in Puerto Rico, and efforts will be made to integrate and harmonize the career education project with it. Placement activities are specially carried out by placement coordinators at the area vocational schools.

Other:

Guidance service will be provided to students by counselors attached to each of the senior high and and vocational schools involved. They will also aid in students' placement in different community projects or community and business firms.

IV. Unique Features

1. Project involves the translation and adaptation of curriculum materials in career education and in 40 occupations.

2. Project involves the adaptation of the career education concept into a curriculum for students of a different cultural background.

3. Involves the testing of curriculum materials in area vocational schools which will be established in Puerto Rico during the coming school year.

STATE AND PROJECT NUMBER:	Virgin Islands V361061L
TITLE OF PROJECT:	Research and Development Project In Career Education
PROJECT DIRECTOR:	Mr. Albert Ragster, Sr. State Supervisor, Trade and Industrial Education Post Office Box 630 Charlotte Amaile St. Thomas, Virgin Islands 00801
APPLICANT ORGANIZATION:	Department of Education Charlotte Amalie Virgin Islands 00801
ESTIMATED TOTAL FEDERAL FUNDS -	Part D -- $3,705 Part C -- $3,032
DURATION:	1 June 1973 through 31 May 1974

Site Information: The population of St. Thomas, which includes St. John, is approximately 33,000 people with a K-12 enrollment of approximately 11,000 pupils. This project will involve about 2600 students, 1450 in three elementary school grades 6 and 1150 students in two junior high schools, grades 7-9. Sixty-five teachers and ten counselors are employed in these schools.

The main industry in the Islands is tourism. Over 30% of the families have incomes below the poverty level.

The current vocational programs include the following occupational areas: Home Economics - Useful and Gainful, Elecricity - Residential and Industrial; Electronic Trades; Building Construction Trades; Health Occupations; Hotel Training and Management; Cosmetology; and Business Education. All students in grades 7-9 are required to take courses in Homemaking and Industrial Arts. In addition, an Industrial Arts elective program is provided in grades 10 through 12.

Description of the Program

I. Administrative Structure

The State Division of Vocational Education is responsible for the project adminstration, with the State Director of the Division of Vocational and Technical Education serving as chief adminstrator. The implementing staff include a project director, a project coordinator and a consultant.

Virgin Islands

II. Program Design

Objectives of the project include the following:

(A) To develop and implement an elementary program designed to increase awareness of the broad range of career opportunities; and

(B) To increase, in grades 7-9, the range of career orientation and to increase student awareness to vocational opportunities.

III. Program Components

(A) Elementary School

1. Work with expert consultants in the field of career education in developing and implementing new techniques and methodoligies relative to career education.

2. Provide in-service training for elementary teachers and guidance counselors.

3. Administer tests to students during the remainder of the FY 73 school year and during the FY 74 school year to determine effectiveness of the program in terms of student outcomes.

(B) Junior Level

Activities similar to those outlined for the elementary level will be carried out for teachers and guidance counselors.

The project will be comprehensive in nature in that the activities will cut across all educational experiences of a student at a particular grade level. For example the self awareness and career awareness activities will be integral parts of the ongoing studies in the language arts, mathematics, sciences and social studies.

STATE AND PROJECT NUMBER:	Trust Territory V361149
TITLE OF PROJECT:	Career Awareness Curriculum Development and Implementation Project Providing Exploratory and Student Counseling Activities
PROJECT DIRECTOR:	William Brandner Pre-Vocational Coordinator Trust Territory Department of Education Saipan, Mariana Islands 96950
APPLICANT ORGANIZATION:	Department of Education, Trust Territory
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$22,689
DURATION:	June 1973 through October 1974

Site Information: The Ponape School District has 3 high schools, one of which is a privately operated vocational high school, and 43 elementary schools. Project site schools represent 3,342 participating students out of a total of 7,382. There is also the Community College of Micronesia in the District. Approximately 99% of the students in the District are classified as educationally deprived and are from low-income families that have farming and fishing as their major means of support. Less than 10% of the students in Ponape District who enter elementary school complete high school and less than 27% of the same students complete higher education programs. With changing economic conditions and only a limited number of job models to be observed, students have a limited vision and awareness of the range of occupations. Segments of the project will concern itself with jobs in the District Center -- business, government, agriculture and tourism -- and also with jobs in the isolated rural areas.

Description of the Program

I. Administrative Structure

The project will be carried out within the framework of the existing organization of the Ponape District Department of Education. The District Director of Education and the Assistant District Director have the administrative authority to carry out the project and are advised and assisted by the Ponape Curriculum Council, District Manpower Advisory Council, and the District Board of Education. The Project Director will be directly responsible for initiating and coordinating curricula with math, science, social studies, and language development specialists and with principals and teachers.

II. Program Design

The program will attempt to: 1) structure the entire educational program around

work and educational opportunities and activities, 2) integrate academic knowledge and skills with occupational training, 3) include community resources and non-school educational opportunities and 4) provide a relevant educational program for each student through an extensive career counseling-oriented curriculum in grades K-12. The Project Director will identify approaches, techniques and materials for increasing the career awareness of elementary students and the career exploration experiences of secondary students. Teachers at each grade level of the participating schools will assist in revising, implementing, field testing and evaluating the curricula. Materials will be designed to cut across all educational educational experiences a student will have at a given grade level.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Career awareness activities will be developed throughout the curriculum enabling teachers to serve as guides and counselors to students and relate daily classroom work to the community and the world of work. Curriculum materials with a guidance emphasis will serve to stimulate an action-oriented and broad-based interest in the world of work and an awareness of realistic possibilities for careers and occupations. Materials will be designed so as to develop self-awareness and favorable attitudes about the personal, social and economic significance of work and so as to assist in the development of appropriate decision-making skills.

Elementary Career Awareness -- Teachers in grades K-7 will develop and implement instructional materials utilizing social, economic and technological concepts as they relate to various occupations. Career awareness will be increased in terms of the broad range of work options open in a rapidly changing and emerging nation.

Junior High or Middle School Career Orientation and Exploration -- In addition to curricula especially designed to achieve this component, a Vocational Explorer Program will be utilized through assistance from the Aloha Council and Boy Scouts of America. Job sites will be visited and workmen invited to talk to students in the classroom

Job Preparation in Grades 10-14 -- Initial teacher training will emphasize the school's responsibility in relation to post-school opportunities within the framework of present community needs and possible future needs of Micronesia. Students will develop skills in identifying pertinent occupational clusters, selecting specific vocational programs relating to their choice of occupational cluster, making applications to appropriate public and private employment agencies, and interviewing representatives of various occupational clusters. They will be urged to participate in community efforts and projects through a cultural center, an explorer club, and cooperative education programs or on-the-job training. Entry-level skills will be developed.

Trust Territory

Other -- The Community College will be highly involved in training teachers and developing relevant curricula. The project will adapt and integrate into the curriculum the experiences of the Nett Municipality Cultural Center which conducts research as to the place of traditional cultural offerings and activities within the formal school structure.

IV. Unique Features

Adaptation of curriculum to particular local needs

STATE AND PROJECT NUMBER:	Trust Territory F9001VW
TITLE OF PROJECT:	Micronesian Career Information Center: Ponape's World-of-Work
PROJECT DIRECTOR:	Neal Baker State Project Director Trust Territory Department of Education Saipan, M.I. 96950
APPLICANT ORGANIZATION:	Department of Education, Trust Territory of the Pacific Islands
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$7,563
DURATION:	July 1, 1974 through June 30, 1975

Site Information: The project location is in the Ponape District (Zip Code 96941) in the Eastern Caroline Islands. This is one of the six school districts in the Trust Territory of the Pacific Islands with headquarters located in Kolonia, Ponape. Ponape is the largest island in the Ponape District, with a total land area of 129 square miles and a population of over fourteen thousand. Ponape District has three public high schools (1035 students) and forty-two public elementary schools (6165 students). There are four non-profit private elementary schools and one high school. One of the schools is a privately operated vocational high school--Ponape Agriculture and Trade School. The Community College of Micronesia is located in Kolonia, and serves all of the six districts of Micronesia. Both the Community College and the Ponape School District have teacher training departments with major emphasis on training elementary teachers. The Agriculture and Trade School offers a teacher training program for secondary vocational teachers and, in cooperation with the Community College, offers an A.S. degree in vocational teaching. Ninety-nine percent of the school children in Ponape District have been classified as educationally deprived, and from low income families. With the exception of government employees and the few persons working in the private sector, most people live on a subsistence level with the major means of support coming from farming and fishing. Less than 10% of the students in Ponape District who enter elementary school complete high school and, less than 2% of these students complete higher education programs, With changing economic conditions and only a limited number of job models to be observed, students have a limited vision and awareness of occupations. Segments of the project will concern itself with career opportunities in business and government, agriculture, tourism, as well as jobs in isolated rural areas.

Trust Territory

Description of the Program

I. Administrative Structure

The project will be carried out within the framework of the existing organization of the Ponape District Department of Education, with fiscal control and fund accounting procedures maintained at both the State and District levels to insure proper disbursement and accounting for Federal funds allocated to the project. Ponape District is sold on the Career Education concept. The following staff will assist in implementation through varying amounts of their time: State Project Director, Ponape District Director of Education, Ponape District Assistant Director of Education, District Project Director, District Project Coordinator, District Curriculum Supervisor, and District Curriculum Specialists.

II. Program Design

This project proposes to better preserve the options of the student and provide him with the knowledge required to decide for himself how far and in what direction he will go educationally. The principal goals of the approach are: 1) to structure the educational program around real life activities; 2) to integrate academic knowledge and skills with occupational training; 3) to include in the program community resources and non-school educational opportunities; 4) to provide for each student a program relevant for his becoming a productive, contributing citizen through an extensive, career-counseling-oriented curriculum. It is anticipated that project materials and techniques will have significant relevance in all six districts of Micronesia.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills--The project will develop a specific Career Information Center, which will enable teachers to counsel students by relating classwork to assistance and demonstrations which come through community activities and personnel. The audio-visual materials developed through this project will be a significant asset to the classroom teacher as a new source of appropriate material on the local World-of-Work. Narrative tapes will be prepared in both English and local languages and will be used with in-school youths, out-of-school youths, and adults.

Elementary Career Awareness--The District's position statement on Career Education states that career education in Micronesia should be fully integrated with the elementary school program so that students may develop a knowledgeable awareness of all career opportunities in the Micronesia of today and of tomorrow.

Trust Territory

Junior High or Middle School Career Orientation and Exploration--Career Education will be implemented at the intermediate level by introducing the students to the various careers and by allowing them to explore these areas in varying degrees.

Job Preparation in Grades 10-12--At the high school level, the students will investigate, explore through experience opportunities, and develop competent entry level skills required in different careers. Consequently, the student may have a saleable skill whenever he chooses to leave the system.

Other--The Community College of Micronesia will provide inservice training to teachers and will assist in developing relevant curricula.

IV. Unique Features

A. Adaptation of curriculum to local needs and development of tapes in local languages as well as English.

B. Dissemination of materials to the various schools of the District.

STATE AND PROJECT NUMBER:	Guam V361051
TITLE OF PROJECT:	Career Awareness Packages for Elementary and Secondary (CAPES)
PROJECT DIRECTOR:	Duane I. Pierce, State Director for Vocational Education Department of Education Agana, Guam 96910
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$18,237
DURATION:	July 1973 through June 1976

Site Information: All students in the 23 elementary schools and 5 junior high school will participate in the project. As the island is in effect a small community, the individual school population cuts across all socio-economic levels. The economy is primarily urban in orientation. There are 17,000 elementary students and 5,500 junior high school students.

Description of the Program

I. Administrative Structure

The project Director administering this project will be the Assistant Superintendent, Occupational Education. The Project Director will bring together selected community representatives to help develop resource people and field trip sites pertinent to the career packages. In addition, master teachers and administrators will be briefed and instructed on the use of the packages and asked to contribute ideas.

II. Program Design

The project will develop career awareness packages to be utilized by elementary and secondary level classroom teachers, K-9, after they have participated in in-service training workshops. These packages will contain locally developed career-oriented resource material, media presentations, lists of resource people (business, military, government, and parents), pertinent field trip sites, and written career instructional materials.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Through the use of the career awareness packages students at each grade level will become aware of the nature of the world of work, their own future role in the world of work, and their available options. Students will be helped at all grade levels to develop awareness of local career opportunities, to plan and design their own individual career development, and to implement work values into their lives.

Guam

Other -- The resources of the entire community will be surveyed for possible cooperation in helping bring awareness of career opportunities, jobs, and education to the local student population.

IV Unique Features

Development of awareness of local career opportunities

Increased community involvement

STATE AND PROJECT NUMBER:	American Samoa V361053
TITLE OF PROJECT:	Career Guidance
PROJECT DIRECTOR:	Patoa Benioni Coordinator Vocational Education Department of Education Pago Pago, American Samoa 96799
APPLICANT ORGANIZATION:	Vocational Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c)	$7,211
DURATION:	July 1973 through June 1976

Site Information: With the decline of an agriculturally-based economy, more people are turning to low-paying unskilled jobs which are more stable and demand less time and effort but also pay less than agriculture. This, combined with a construction boom on the island has created jobs in industry for Samoans, although primarily at the unskilled level. About 60% of young Samoans migrate out of Samoa immediately upon leaving school, unaware of career alternatives and of the skills that will be needed in their new environments. Samoa's educational system contains over 2,150 secondary and 5,000 elementary students. The project will initially serve those 2,150 students in the four public high schools on the island.

Description of the Program

I. Administrative Structure

The Director of the Project coordinates the vocational programs on the secondary and post-secondary levels and the project as a whole. Also assigned to the project will be a Career Guidance Specialist. Two resource specialists will acquire career information from industry and business and convey it to secondary school counselors. An Advisory Council, composed of representatives from industry, business, students, school counselors and resource specialists, will be responsible for much of the planning for the project.

II. Program Design

The career exploration project is designed to provide current career information to students in grades 9-12 in the four public high schools via resource specialists and counselors. An inservice training program will be conducted to insure coordination between the resource specialists and the school counselors. The counselors will personally interview the students and help determine applicable career exploratory experiences for them and will provide career information developed by the resource specialists The counselors will then place the student in the world of work.

American Samoa

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills -- Individual and group counseling, the use of media for dissemination of occupational information, and modifications of the existing curriculum to meet student needs in grades K-adult education by incorporating occupational and career information into reading, English, social studies, and science are the general counseling and guidance components of the program.

Elementary Career Awareness - None Applicable

Junior High or Middle School Career Orientation and Exploration -- Through the activities of the resource specialists and the development of career resources, counselors will receive training in career exploration and curricula will be modified to meet student needs. A career information library will be established which includes films, career information packages, education placement materials and job availability information, the development and integration of which will serve elementary career awareness needs and junior high school exploration and orientation needs.

Job Preparation in Grades 10-14 -- The resource specialists for the project will work closely with counselors in the secondary schools and will interview local business and industry representatives with regard to job descriptions and qualifications and the availability of upward mobility potential or positions. Research will also be conducted to determine job opportunities in Hawaii and the West Coast. The specialist will develop at least 75 occupational slots in local business and industry each to be filled by students four times per year. The resulting data will be stored in the Career Education and Guidance library. The counselors will interview students to determine interest areas for the career exploration program and will place students in individualized work stations for three weeks. Students are to be made aware of careers and the career exploration program by daily news bulletins, school assemblies, television and classroom visitations.

Placement Activities -- Resources for meeting and achieving this objective are to be developed through the career exploration program.

IV Unique Features

Development of information resources on job opportunities in Hawaii and the West Coast of the United States

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RELATED PUBLICATIONS

Readers of this booklet might be interested in the following related publications, which are available from the ERIC Document Reproduction Service:

Bottoms, Gene and Kenneth B. Matheny. A Guide for the Development, Implementation, and Administration of Exemplary Programs and Projects in Vocational Education. September 1969. (ED-040-301)

Abstracts of Exemplary Projects in Vocational Education. Washington, D. C.: Division of Vocational and Technical Education, U. S. Office of Education; November 1971. (ED-060-189)

Abstracts of Exemplary Projects in Vocational Education. Washington, D. C.: Division of Vocational and Technical Education, U. S. Office of Education; June 1973. (VT-100-564)

Worthington, Robert M. Development of Model Career Education Programs Under Part C and Part D of the Vocational Education Amendments of 1968. June 1972. (ED-065-712)

Abstracts of Research and Development Projects in Career Education. Washington, D. C.: Division of Vocational and Technical Education, U. S. Office of Education; June 1972. (ED-063-520)

High, Sidney C. and Linda Hall. Bibliography on Career Education. Washington, D. C.: Division of Vocational and Technical Education, U. S. Office of Education; May 1973. (ED-079-554)

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